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ABSTRACT

Designed to improve standardized reading scores, a structured reading program was implemented for third grade students at Community Elementary School 73 in the Bronx, New York City. From 1982 to 1987, this school ranked near the bottom of all New York City elementary schools in reading achievement, a ranking based primarily on results of reading and mathematics tests (New York State Pupil Evaluation Program Tests) given in grade three. In order to improve reading scores on this test, a monthly reading plan for third grade teachers was developed. In addition to the Ginn basal reading series, the plan included: specific vocabulary, phonic elements, reading skills, cloze strategies, writing strategies, and suggested books for reading aloud to students. A series of workshops were conducted which improved reading pedagogy. This highly structured reading plan and program helped improve the reading scores of third grade students at this school from 17.2% reading at or above grade level in the spring of 1987 to 41.3% in the spring of 1988. (Fifteen tables of data and four figures are included; 39 references are attached. The greater portion of the document consists of 22 appendixes, including planning and management materials, instructional materials, and workshop materials.) (Author/SR)

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THE DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE READING PLAN
AND PROGRAM TO IMPROVE STANDARDIZE READING SCORES IN THE THIRD GRADE

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Submitted in partial fulfillment of the requirements of
the National Ed.D. Program for Educational Leadership

Nova University

Final Practicum Report
Wilmington IV
Submitted: August 1988

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ABSTRACT

AUTHOR: Turetzky, Lois E.
DATE: October, 1988

CLUSTER: Wilmington IU
PRACTICUM: Final/Individual

TITLE: The Development and Implementation of a Comprehensive Reading Plan and Program to Improve Standardize Reading Scores in the Third Grade.

ABSTRACT: This practicum describes the implementation of a structured reading plan and program for third grade students at Community Elementary School 73 in the Southwest Bronx. From 1982 to 1987, Community Elementary School has ranked near the bottom of all New York City Elementary Schools in reading achievement. The New York State Education Department, as part of the Regent's Action Plan, identified Community Elementary School 73 as a "school in need of assistance." This designation is based primarily on the results of the reading and mathematics New York State Pupil Evaluation Program Tests (PEP) given in grade three. In order to improve reading scores on the PEP reading test, the writer developed a monthly reading plan for third grade teachers. In addition to the Ginn basal reading series, the plan included: specific vocabulary, phonic elements, reading skills, cloze strategies, writing strategies and suggested books for reading aloud to students. The funded reading teachers incorporated the suggested strategies into their plans, thus reinforcing the work of the classroom teacher. The writer conducted a series of workshops which improved reading pedagogy. This highly structured reading plan and program helped improve the reading scores of third grade students at Community Elementary School 73 from 17.2 percent reading at or above grade level in the spring of 1987 to 41.3 percent reading at or above grade level in the spring of 1988.

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Chapter 1

BACKGROUND

Community Setting

School District Nine is located in the Southwest Bronx in the vicinity of the Yankee Stadium and is one of 33 school districts in New York City. There are 25 elementary and eight junior high schools in the district. Approximately 200,000 people live in the four square mile area. The population is 98 percent Black and Puerto Rican American.

According to the 1980 census, the economically blighted area is plagued with high levels of unemployment, poverty, and crime. Crime in the community has increased tremendously over the past few years. The captain of the local police precinct, known as "Fort Apache," in a meeting with district school administrators in May, 1986, stated that complaints rose from approximately 34,000 to 45,000 calls per month as a result of the distribution and use of drugs, particularly "crack." Over the past ten years, 3,000 buildings have been abandoned. This has resulted in the loss of 43,000 housing units, and has contributed to limited housing facilities and substandard housing conditions.

The census also indicates that the educational level of the adult population falls below the national average in years of formal schooling, level of skills and annual earnings. There is a real and urgent need to provide quality educational services that meet the

needs, interests and abilities of students and people in the community.

The School

Community Elementary School 73 is one of 33 schools in School District Nine. Of the 855 students in this kindergarten through fifth grade school, 529 students are Puerto Rican Americans, and 322 are Black Americans. The school is located in the Highbridge section of the Bronx. According to the principal, the 60 year old, five floor building was originally designated as a K-8 school. The school plant is badly in need of repair and has limited eating facilities to feed students. Today, 99 percent of the student body qualifies for free lunch and breakfast. The lack of sufficient available facilities to provide these services is of great concern to the administration

The school population, up until the mid-1960's, was Irish Catholic with a large Jewish population. The completion of the Cross Bronx Expressway and the opening of the Co-op City Housing Development, engendered a vast exodus of middle class families from this mid Bronx community. These facts, combined with the advent of decentralization and community control of the schools in the later 1960's, caused the ethnic population to change. The area today is composed of 100 percent minority groups.

In the fall of 1972, Community Elementary School 73 was designed as a K-5 school. During the late 1970's and early 1980's, the

neighborhood deteriorated. Many of the buildings around the school became vacant due to fire and vandalism. As a result, the school which formerly accommodated approximately 1400 students, serviced in 1985 approximately 750 students. Recently completed rehabilitated buildings have now increased the present student population to 855. During the 1984 - 1985 school year, the outside of the building underwent major structural rehabilitation. Repairs are still badly needed inside the building. Work orders have been filed, but it generally takes years before such requests are honored. Carpenters, electricians and other workers have been in and out of the building during the 1985-1986 school year, engaged in minor repairs. They never stay long enough to complete any major task.

At the time this proposal was written (May 1987), there was a principal, two assistant principals, one staff developer, 51 teachers, 19 paraprofessionals, one pediatric nurse, one drug counsellor, one school community contact service worker, one educational evaluator, two social workers, three security guards, four school aides; custodial and food service employees make up the school's professional and auxiliary staff.

During the 1986-1987 school year there were 33 homogeneously grouped self-contained classes and two remedial reading and one bilingual Chapter1/PSEN (Pupils with Special Educational Needs) funded programs. The Students to Achieve Reading Success (S.T.A.R.S.) program services 70 students in grades four and five at Community Elementary School 73. There is one reading teacher and two

paraprofessionals. The S.T.A.R.S. teacher and paraprofessionals work with small groups of children. The average group size is approximately five. The teacher provides the initial reading instruction and the paraprofessional reinforces it. The program is structured so that the teacher and paraprofessionals provide instruction within the tax-levy classroom.

The Support and Provisioning for Early Childhood Skills (S.P.E.C.S.) program services 250 children in grades one through three and provides diagnostic/prescriptive small group instruction to early childhood students. Students receive additional reading, writing and mathematics instruction within their own classrooms. The daily instruction utilizes techniques and materials designed to meet individual needs and personal learning styles. There are two S.P.E.C.S. teachers and six S.P.E.C.S. paraprofessionals assigned to C.E.S. 73. The S.P.E.C.S. teachers articulate with those teachers they service in order to coordinate individualized and group instruction and write lesson plans for the paraprofessional working within the targeted classes. There are three grade district coordinators who work closely with the S.P.E.C.S. teachers and paraprofessionals to monitor the program, and provide support and improve instruction.

The Bilingual Education Through A Comprehensive Approach (B.E.C.A.) Chapter 1 Program services 60 children in grades one through five at C.E.S. 73 by providing instruction to develop language competency in listening, speaking, reading and writing

skills. This comprehensive approach requires the B.E.C.A. teacher to parallel the skills taught in the classroom with that of the program, thus improving communication arts skills across the curriculum. In order to increase students' experiential background, trips have become an integral part of the program. The experiences derived from the trips provide a vehicle for language development.

Every other week a School Community Contact Service (SCCS) worker is assigned to C.E.S. 73. The S.C.C.S. resource and referral unit operates under Chapter 1 Guidelines. The S.C.C.S. worker serves as a school-community liaison and advocate. The staff provides an updated listing of community, city, state, and federal resources. Workshops for parents are held to disseminate the most current information regarding housing, education, social and medical services. The School Community Contact Service Worker visits the homes of students where parents have failed to respond to any school communications and, when needed, makes referrals to the appropriate city and community agencies.

From September 1987 to February 1988, the Principal supervised all aspects of the school program and was responsible for the supervision of the cluster teachers, the kindergarten, grades one and two. The writer, the Assistant Principal at that time, supervised grades three, four, five, and funded programs. When the writer took over as Interim Acting Principal in February, the writer became responsible for the administration and supervision of all school programs, and continued to directly supervise the same grades

and programs as before. The Interim Acting Assistant Principal supervised the kindergarten, grades one and two as well as the cluster teachers. Cluster teachers are specialists teaching subjects such as music, writing, physical education, mathematics, and language arts.

The Resource Room Teacher is funded by Special Education and services children who have been tested, evaluated and assigned to the resource room for a minimum of one hour of daily remedial instruction.

The United Federation of Teachers opened a Teachers' Resource Center in the school. The teacher in charge of this program does staff development within the school and serves as a resource person for the district.

C.E.S. 73 is fortunate in having one of three Health Consortia funded by New York State in coordination with Morrisania Health Care Center in the school. On staff is a full time pediatric nurse practitioner who services families with young children in the community and students in the school. The nurse provides primary medical care. This program is particularly significant for students at C.E.S. 73 and this practicum in particular, because through the comprehensive medical screening process, many medical problems that affect student learning are diagnosed and detected at an early age.

C.E.S. 73 also houses the School District Nine Drug Unit Program. A drug counsellor is assigned to the school for two and one half days per week. The drug counsellor works with students and

families who have been identified as families in need of drug and /or alcohol rehabilitation. The counsellors have access to city, state and private agencies and make recommendations that result in the procurement of badly needed services and resources. The drug program works to prevent substance abuse, helps students develop a positive self image, helps parents understand their children and their educational needs, and provides the sociological and psychological support necessary for students and their families to achieve success.

Several administrative, organizational and staffing changes occurred during the 1987-1988 school year. The Senior Assistant Principal, supervisor of kindergarten, first and second grades, submitted her retirement papers during the last week in August, thus leaving the school with one supervisory vacancy. This position was never filled during the 1987-1988 school year. The writer was the only licensed assistant principal in the building. On February 22, 1988, the principal took a central office position in another district and the writer became Interim Acting Principal. The dean became the Interim Acting Assistant Principal.

The 1987-1988 organization differed slightly from the organization just described. There were 35 homogeneously grouped self-contained classes, plus two additional funded programs. The programs included:

1. Pupils with Compensatory Education Needs/ Limited English Proficiency PCEN/LEP: PCEN is the New York State Funding Source. Students falling below the twenty-

first percentile on the Language Battery Assessment Test are entitled to this funded program.

2. Project Child: This funded program services kindergarten, first and second grade students. Its purpose is to enhance the instructional program with emphasis on language and literacy. Greater parental involvement at all levels of school community life is stressed. It broadens students' schema through a well planned series of trips that relate to curriculum units. Funding provides additional instructional resources and materials.

Regional/National Context

The reading levels and scores on standardized reading tests in School District Nine in general and at Community Elementary School 73 in particular were among the worst in the City of New York. The writer, through this practicum, attempted to improve the reading scores of the children in grade three for the 1987-1988 school year.

Former Secretary of Education T. H. Bell and the Members of the National Commission on Excellence in Education declared the United States of America, in April of 1983, *A Nation at Risk*. The report states (1983: 5):

Our Nation is at risk. . . . We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people.

The literacy rate in the United States has declined over the years. As cited in the report, *Becoming a Nation of Readers*

(1985: 3), Thorndike (1973) in a study of reading comprehension of fifteen countries, concluded that students in America never scored first on any test, but ranked at or below the international average.

The report, "*A Nation at Risk*" confirms the decline and deficiencies in the literacy rate of American students by stating that (1983: 8-9):

- . International comparisons of student achievement completed a decade ago, reveal that on 19 academic tests, American students were never first or second, and in comparison with other industrialized nations, were last, seven times.
- . Some 23 million American adults are functionally illiterate by the simplest test of everyday reading, writing, and comprehension.
- . About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent. (This is particularly significant to this practice because Community Elementary School 73 is 100 percent minority).
- . The College Board's Scholastic Aptitude Tests (SAT) demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points. . . .

Becoming a Nation of Readers (1985) supports the premise that students are not learning to read as well as they could because there is a need to attract new teachers and keep those that are qualified. Low salaries and poor working conditions are contributing to the loss of many experienced and qualified teachers. College graduates are not entering the teaching field because of the

low pay. Graduates that have entered the teaching profession are among the lowest achievers of their graduating classes.

The need to create a learning environment with the least amount of interruptions is imperative and significant in improving reading achievement. Time on task and uninterrupted learning time is a factor in improving reading scores.

More emphasis should be placed on the teaching of reading in schools of education. Some states require no courses in the teaching of reading for teacher certification and others mandate a minimum of six credits. The need for properly trained teachers of reading (and not just reading specialists) is vital to the success of improving reading instruction and increasing the national literacy rate.

Providing improved and continuous staff development in the area of teaching reading to new and experienced teachers supports teachers in their quest for current information and research regarding improved reading methodologies. Staff development can play an important role in improving a reading program within a school district.

Nationally, literacy rates have decreased. Similarly, from the spring of 1982 through the spring of 1987, literacy at C.E.S. 73 reflected that decrease. The need to improve the literacy rate was evident at all levels. Motivating and encouraging students to read daily is a key factor in increasing literacy, and was a major element in the practicum effort. Prior to the writer's arrival at

the school, literacy at C.E.S. 73 was at an all time low. Only 26.9 percent of the students in 1985 were reading at or above grade level. The reading program was fragmented with an emphasis on skills rather than a holistic and integrated approach. Little was done in the way of on going professional staff development, and teachers were frustrated at their inability to improve achievement. At C.E.S. 73, the writer encouraged the children to read daily stressing its importance during the morning announcements, in class and individual discussion, and during the lunch sustained silent reading period. The writer conducted workshops introducing successful reading strategies (described in Chapter V), and provided additional supplementary materials and much needed support. As a result, 49.9 percent of the children at C.E.S. 73 were reading at or above grade level in the spring of 1988. The tasks facing the staff of C.E.S. 73 and American educators are challenging. Every effort must be made to increase literacy if Americans are to become a nation of readers.

Chapter 2

Identification and Evidence of the Problem

There was and still is a definite need to improve every aspect of the educational program, learning environment and reading achievement at Community Elementary School 73. Out of 622 New York City Public Schools, ranked in order as a result of the percentage of students reading at or above grade level on the New York City Standardized Reading Test, Community Elementary School 73 has been identified by the New York City Board of Education as number 618 in 1985, 554 in 1986 and 581 in 1987. The writer for this practicum decided to target the 1987-1988 third grade students and increase their reading scores.

The writer for this practicum decided to target the third grade students for two specific reasons: (1) the standardized reading scores of second grade children reading at or above grade level in the spring of 1987 was 17.6 percent (scores of children entering third grade in September of 1987) and, (2) The New York State Education Department evaluates and rates all elementary schools on the basis of the Pupil Evaluation Program Test in Reading and Mathematics in grade three (explained below). It was therefore necessary to target third grade students and improve reading achievement across the grade.

The New York State Education Department, as part of the Regent's Action Plan, identified Community Elementary School 73 in their Comprehensive Assessment Report (CAR) as a "school in need of

assistance." The designation is based on the state test data. New York State requires that students in grades three, six, and eight take the Pupil Evaluation Program (PEP) Tests in reading, mathematics and writing. In grade three, students are only required to take the reading and mathematics tests. By October 31 of every school year, the New York State Department of Education sends all its public and non public school districts the results of the statewide PEP testing. If students in a school fall below the state reference points in reading and mathematics, the school is considered a CRR school and must develop a Comprehensive School Improvement Plan. The state reference point is a raw score based on pretest and field test data. The state reference point for the third grade PEP reading tests is 28. Determination of CRR K-5 elementary schools is based on the results of the third grade Pupil Evaluation Program (PEP) reading and mathematics tests. Other pertinent data stated in the Comprehensive Assessment Report includes; student enrollment by grade, dropout and attendance rates, number of transfers and discharges, and other important information that affects the achievement and assessment of the school and school district.

In addition, and in accordance with state minimum requirements, New York City's Chancellor of Schools, Nathan Quinones, issued criteria for minimum standards in reading and mathematics in grades three, six and eight. Third grade students must achieve the minimum standard by having at least 60 percent of the students reading at or

above the state reference point. In mathematics, 65 percent of the students must score at or above the state reference point. According to the Addendum to Special Circular Number 23, 1985-1986 of the New York City Board of Education (1986: 1): "Schools on the State Education CRR list must determine their deficits in regard to each standard and reduce that deficit by fifty percent by the 1988-1989 school year." Schools are expected to reduce their stated deficits over a three year period. Although there is not a definitive policy concerning schools that will not meet the criteria, there has been talk of school reorganizations and closings. Meeting state and city criteria poses a major problem for more than half the schools and school districts in the city. There are 393 schools identified as CRR schools. Since Community Elementary School 73 is a CRR school, and the identification of a CRR school is based on the PEP reading and mathematics tests in the third grade, the writer, for this practicum, designed a comprehensive reading program to improve the reading achievement of third grade students at C.E.S. 73, and thus attempted to help the school to meet the mandated minimum standards and reduce the reading achievement deficit.

Detailed Documentation

From 1982 through 1985, Community Elementary School 73 ranked near the bottom of all New York City Elementary Schools. Ranking is determined by the scores achieved on the New York City Reading Test,

which, up until the Spring of 1986 was the California Achievement Test.

The California Achievement Test was given citywide in grades two through nine. The CAT Reading Test in grades two and three tests phonic analysis, structural analysis, reading vocabulary and reading comprehension. In grades four and up it tests reading vocabulary and reading comprehension. (Table 1: 15)

Table 1

Ranking Within New York City From 1982-1985 Based on the Spring
Standardized Reading New York City California Achievement Test
Community Elementary School 73-Grades 2-5

Year	Rank	Percentage of Students Reading At or Above Grade Level
1982	614	22.4%
1983	557	35.4%
1984	595	28.1%
1985	618	25.9%

In 1986, the New York City Board of Education changed its standardized reading test from the California Achievement Test to the Degrees of Reading Power Test. Scores on this test were significantly higher. The test was administered in grades three through twelve. Grade two took the Metropolitan Achievement Test. At C.E.S. 73 in grades three through five, in May of 1986, 49.4 percent of the children read at or above grade level. Citywide,

C.E.S. 73 ranked 554. In the district, C.E.S. 73 ranked 24th out of the 25 elementary schools. In grade two, 7.6 percent of the students scored at or above grade level. The New York City Board of Education did not mandate a standardized reading test for first grade students in the Spring of 1986; it left first grade testing up to the discretion of individual school districts. School District Nine chose to give the Metropolitan Achievement Test to first grade students. Out of 150 first grade students who were tested at C.E.S. 73 in the spring of 1986, 9.33 percent scored at or above the fifth stanine. This is particularly significant because these are the children that are to be targeted for this practicum. The 1987 second grade Metropolitan Achievement Reading Test scores showed that 17.2 percent of the students were reading at or above grade level. An analysis and results of the 1988 scores will be discussed in Chapter Six.

Schools were expected to meet minimum performance standards in 1985. When 396 schools in New York City failed to meet those standards, the state revised and extended the time in which the minimum standard could be achieved by having schools reduce their deficits by half over a three year period.

Table 2: 17 indicates school performance in relation to minimum standards for Community Elementary School 73.

Table 2

**School Performance in Relation to New York City Minimum Standards for Third
Grade Testing in Reading, Mathematics and Schoolwide (K-5) Attendance
Using the Degrees of Reading Power Test and the New York State
Pupil Evaluation Mathematics Test
Community Elementary School 73**

Indicator	Minimum Standard	School Performance 1985	Comparison to Minimum Standard 1985	School Performance 1986	Comparison to Minimum Standards 1986
<u>Reading</u>					
Grade 3 DRP	At least 60% Above SRP	24.0	- 36.0	55.9	-4.1
<u>Mathematics</u>					
Grade 3 PEP	At least 65% Above SRP	32.7	-32.3	59.8	-5.2
<u>Attendance</u>					
Average Daily Rate	At Least 90%	83.5	-6.5	83.1	-6.9

It is interesting to note and extremely important to emphasize that while the state was evaluating the school on the basis of third grade scores, and asking schools to reduce the deficit of third grade scores by one half over a three year period, it was not measuring the performance of the same children each year. Table 2 indicates that in 1986, 55.9 percent of the third grade children scored at or above the state reference point. In 1985 only 24 percent of the children scored at or above grade level. There are reasons for the differences in achievement (this will be discussed in conjunction with probable causes), but the point must be made that two different groups of children were being compared.

To better understand the reading achievement patterns of Community Elementary School 73, Table 3, as indicated in the school profile data, shows a Three Year Summary of Test Scores:

Table 3

C.E.S. 73 Three Year Summary of New York City Standardized Reading Test Scores Using the California Achievement Test, Degrees of Reading Power Test and the Metropolitan Achievement Test Grades 3-5

Reading	1983-84	1984-85	1985-86
DRP Grade 3 % At Or Above SRP	30.9	24.0	55.9
MAT Grade 2 % At Or Above Grade Level			07.6
DRP Grade 3 % At Or Above Grade Level			55.9
DRP Grade 4 % At Or Above Grade Level	38.2	44.0	34.4
DRP Grade 5 % At Or Above Grade Level			70.1
DRP All Grades % at or Above Grade Level			53.0
CAT Grade 2 % At Or Above Grade Level	23.9	25.2	
CAT Grade 3 % At Or Above Grade Level	21.4	20.2	
CAT Grade 4 % At Or Above Grade Level	31.6	29.8	
CAT Grade 5 % At Or Above Grade Level	42.6	33.0	
CAT All Grades % at or Above Grade Level	28.5	26.9	

If one examines the distribution of national percentile scores for grades two through five in May of 1986, one can see that the

majority of students in grade two and four fall below the state reference point. The grade five, 1986 students, are now in the intermediate schools. The information is presented in a quartile format showing the range of scores in four equal parts. Scores 1-25 are in the first quartile, 26-49 the second, 50-75 the third and 76 to 90+ the fourth quartile.

Table 4

**Community Elementary School 73 Reading Achievement Distribution of National Percentile Scores on the Metropolitan Test Grade 2 and the Degrees of Reading Power Test Grades 3-5
May 1986**

Grade	Test	Tested	Below Grade Level		Above Grade Level					
			(1-25)		(26-49)		(50-75)		(76-90+)	
			Num	%	Num	%	Num	%	Num	%
2	MAT	132	84	63.6	38	28.8	8	6.1	2	1.5
3	DRP	102	25	24.5	20	19.6	34	33.3	23	22.5
4	DRP	96	27	28.1	36	37.5	25	26.0	8	8.3
5	DRP	87	10	11.5	16	18.4	47	54.0	14	16.1
Total	DRP	285	62	21.4	72	25.2	106	37.8	45	15.6

Tables One, Two and Three indicate the pattern of reading achievement over the past three years. The hard data demonstrates

the need to improve the reading achievement at Community Elementary School 73.

CAR schools, such as C.E.S. 73, were mandated by the New York State Education Department and the City of New York to develop a Comprehensive School Improvement Plan. As part of that plan, teachers were required to complete a Needs Assessment Questionnaire. The results of the questionnaire revealed perceptions and attitudes relating to student achievement. The most positive rating on the Needs Assessment Questionnaire is a mean score of 4.0. Any question receiving a mean score of 2.5 or below is considered an area of weakness.

Teachers' perceptions and attitudes in response to the stated questions as shown in (Table 5: 21) indicated that teachers were very much aware of students' reading achievement, but the constant poor showing on standardized reading tests appeared to contribute to the demoralization of the staff and was leading to teacher burnout.

Table 5

**Pedagogical Needs Assessment Questionnaire-Responses
to the Perception of Student Achievement
C.E.S. 73 Spring 1986**

Question Number	Question	Mean
# 4	How high are staff expectations for student achievement	2.91
# 5	How aware are you of the reading level of student achievement?	3.69
# 15	To what extent do you utilize standardized test results (i.e. reading, mathematics, writing) in your instructional program?	2.73
# 16	How helpful is this review in meeting individual needs?	2.88
# 18	How important is re-teaching and remediation in the instructional program?	3.55

The reasons for the demoralization of the staff were many. Beside low student achievement, which adversely affected staff morale, poor student discipline and lack of security contributed to teacher burnout. This ultimately affected all areas of student achievement, particularly reading. The writer addressed these needs in a second practicum, *The Development and Implementation of a School Improvement Plan to Improve School Climate and Discipline* dealt with the writing of a comprehensive school improvement plan which addressed those issues. The plan included specific strategies for the development of an assertive discipline plan, the creation of a Dean's position, and increased security. The implementation of these strategies addressed staff concerns, and had a positive effect on school climate. Improvements in discipline and

security helped create an environment conducive to learning and improved teacher morale. Now that teachers were able to teach, more instructional time was spent on task. This helped improve achievement.

What Has Been Done About the Problem in the Past

There have been many attempts over the years to improve reading achievement at Community Elementary School 73. For many years, the school in addition to a basal reading series, adopted the Individual Criterion Reference Test (ICRT) Program. This program was based on the concept of mastery learning. Instruction was determined by pretest data. Teachers geared their instruction to the skills that the students had not mastered. Initially, students were given a pretest. Pretest results were computerized and each teacher received an individualized student printout with comprehensive diagnostic information. The computer print-out sheet grouped reading skills into three categories: skills the students knew, skills the students needed to review, and skills the students did not know. Teachers also received a class grouping printout. Students were grouped according to the skills that had not been mastered.

In another attempt to improve reading achievement, the school adopted a single basal reading series. Prior to the adoption of the Ginn Reading Program, there had been multiple reading series in the school. The adoption of one reading series provides a sense of continuity in a reading program. Teachers build on skills and

vocabulary previously taught and share and develop materials which complement the program. Students involved in intra-grade or interclass transfers are not affected by the change in reading texts. More effective staff development is provided to staff that shares similar concerns and problems which revolve around a common series.

The writer was a Chapter 1 Assistant Reading Program Manager before becoming an Assistant Principal at C.E.S. 73. Six weeks prior to the appointment as Assistant Principal, the writer and two colleagues were assigned by the superintendent to develop a cloze strategy handbook. Since the New York City's standardized reading test was changed from the California Achievement Test to the Degrees of Reading Power Test, the superintendent wanted the development of a handbook that would provide teachers with a complete understanding of the nature of the Degrees of Reading Power Test and at the same time provide specific teaching processes which would enable them to assist students in coping comfortably with the test's new format. Every teacher in the district received a handbook, and staff development was mandatory and district wide. Teachers at C.E.S. 73 were mandated to use the handbook. Every teacher was observed teaching a cloze strategy from the guide.

Probable Causes of the Problem

While many attempts, over the years, had been made to improve reading achievement at Community Elementary School 73, there were

and are many probable causes for failure to maintain a steady increase in reading achievement. Some factors can be controlled and others cannot.

Ranking of schools in New York City is based upon the citywide Spring testing of reading achievement. According to the Dictionary of Reading and Related Terms (1981: 5):

[An] achievement test is a test of knowledge of or proficiency in something learned or taught; especially, a test of the effects of specific instruction or training. Achievement tests measure the effects of learning that occurred under partially known and controlled conditions.

In discussing achievement tests, Coleman (1966: 20) states:

These tests do not measure intelligence, nor attitudes, nor qualities of character. Furthermore, they are not, nor are they intended to be "culture free." Quite the reverse: they are culture bound.

In discussing the differences of achievement between white and minority students Coleman's research indicated (1966: 21):

With the exceptions - notably of Oriental Americans - the average minority pupil scores distinctly lower on these tests at every level than the average white pupil. The minority students score as much as one standard deviation below the majority pupils' scores in the 1st grade. At the 12th grade results of tests in the same verbal show that, in every case, and nonverbal skills the minority scores are far below the majority than are the 1st graders. . . . Negroes in the metropolitan Northeast are about 1.1 standard deviations below whites in the same region at grades 6,9, and 12.

Although the Coleman report was written in 1966, there is evidence today that supports the fact that minority children do not perform as well on standardized tests as do their white

counterparts. While there has been improvement in reading achievement of minority students between 1971-1984, Black and Hispanic students' reading proficiency is lower than that of whites. According to the National Assessment of Educational Progress, NAEP (1984: 7):

The marked improvements in the achievement of minority and disadvantaged urban students between 1971 and 1984 have reduced the gap between their performance and that of other students. Still, the average reading proficiency of these students is quite low and in need of further improvement. For example, the average reading proficiency of Black and Hispanic 17-year olds is only slightly higher than that of White 13-year olds.

A comparison between two New York City school districts, School District Nine in the Bronx, whose school population is 100 percent minority, and School District 26 Douglaston/ Little Neck, Queens, whose majority school population is white, illustrates the differences in reading achievement (Table 6: 26).

Table 6

**Comparison of Reading Achievement of Two New York City School Districts
Elementary Schools District 9 Bronx and District 26 Queens
Spring 1986**

School	District 9		School	District 26	
	Percentage	Rank		Percentage	Rank
042	85.9	74	098	94.8	07
229	71.1	266	094	92.9	13
163	69.3	290	026	92.5	17
058	67.1	319	178	91.8	26
002	65.7	351	221	91.2	30
070	65.3	363	159	90.8	32
088	65.1	369	188	89.5	42
035	62.8	408	205	89.5	43
109	61.4	429	203	89.0	46
114	58.9	465	173	88.7	48
132	58.6	468	115	88.6	50
126	57.9	474			
110	57.6	478			
063	56.2	488			
55	53.8	516			
53	51.6	537			
28	51.5	538			
90	50.7	543			
64	49.5	552			
73	49.4	554			
4	41.5	599			
104	41.4	600			
235	29.1	613			

It is interesting to note that the lowest score in District 26 (P.S. 115-88.6%) was higher than the highest score in District 9 (C.E.S. 42-85.9%).

C.E.S. 73 is located in an economically deprived area. Ninety-nine percent of the children in the school are eligible to receive free lunch and breakfast. More than half of the students come from single parent homes, and public assistance is commonplace. If one considers the research relating to socioeconomic status and

background of students as it affects achievement, then it is important to relate that research to a probable cause for low student achievement at C.E.S. 73. Coleman (1966: 325) concludes:

Schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. . . .

The effect that the home has on influencing literacy and reading achievement cannot be ignored. Parents and the home environment have a profound effect on literacy development. Pre-school experiences relating to print, reading and writing increase a child's success in reading achievement. Holbrook (1985: 897) states:

Much evidence indicates that child's literacy begins in the home: readiness for and achievement in formal reading instruction is based on a child's experiences with print before reaching the classroom.

Parents who understand, are aware and have an appreciation for the importance of developing literacy at an early age provide an advantage for their children. Ferreiro (1985: 234) states:

Differential attainment in school, at least in the early years, . . . was in large part due to differences between children in their experiences of written language in the preschool years and in their knowledge of the functions and mechanics of reading and writing. That such differences are class-related is a predictable consequence of the importance that level of achievement in literacy plays in the attainment and performance of jobs with different socioeconomic status; parents for whom literacy is an

essential and satisfying part of everyday life will be more likely to transmit these practices and values to their children than those who have never achieved a high level of literacy themselves and for whom reading and writing are of much less importance either for work or for leisure activities.

Many parents of C.E.S. 73 students are not high school graduates. Half are bilingual with little or no English spoken in the home. Parents and families are more concerned with the problems of everyday survival than with student literacy. On April 9, 1987, the school conducted a parent workshop on writing. Letters were sent out to every parent in the school. Five parents, out of a school population of 922 students, attended. The report, *Becoming A Nation of Readers* (1984: 22) states: "Reading depends upon wide knowledge. The more knowledge children are able to acquire at home, the greater their chance for success in reading."

Children come to school with varying levels of language acquisition. Their semantic, syntactic, phonological, morphological and lexical development is commensurate with the level of exposure to oral and written language prior to entering school. Most kindergarten children come to school with a sense of story. Children are able to tell and retell stories with appropriate beginnings and endings. Being able to do so, helps reading comprehension. Swaby states (1984: 106):

Research suggests that many children are successful in processing narrative material because they have abstracted the concept or schema for story structure that helps them understand, store, and retrieve information in a story.

The importance of reading aloud to children is stressed in the report, *Becoming A Nation of Readers* (1984: 23):

The most single important activity for building the knowledge required for eventual success in reading is reading aloud to children. This is especially so during the preschool years.

Many of the kindergarten children entering Community Elementary School 73 for the first time, come to school with limited English oral and written acquisition. Limited educational background of parents, limited knowledge of English, and little exposure to print and children's literature put "ghetto" students at a marked disadvantage. This disadvantage is reflected early in the results of standardized tests. On the 1986 Spring Metropolitan Achievement Test 6 (MAT 6), 86.75 percent of the first grade students at C.E.S. 73 scored below the fifth stanine.

The more experiences children bring to school and to their reading, the better their reading comprehension becomes. Based on schema theory (to be discussed in detail in Chapter 4) reading comprehension, according to Pearson and Johnson (1972: 24): "is building bridges between the new and the known." Children that are able to conjure up images from a text, based on an experience or prior knowledge relating to the text, will better understand what is read. Adams and Collins (1985: 406) state:

A fundamental assumption of schema-theoretic approaches to language comprehension is that spoken or written text does not in itself carry meaning. Rather, a text only provides directions for the listener or reader as to how he should retrieve or construct the intended meaning for

his own, previously acquired knowledge. The words of a text evoke in the reader associated concepts, their past interrelationships, and their potential interrelationships. . . . The goal of schema theory is to specify the interface between the reader and the text to specify how the reader's knowledge interacts and shapes the information on the page and to specify how that knowledge must be organized to support the interaction.

Research clearly states that lack of experience and prior knowledge contributes to poor reading comprehension. A probable cause for poor student reading achievement at C.E.S. 73 is the limited prior knowledge students bring to their reading.

Effective and experienced teachers can create an environment conducive to reading and reading success. Most veteran teachers are able to diagnose and remediate the reading weaknesses of students, group students effectively and integrate reading across the curriculum. At C.E.S. 73, during the 1986-1987 school year, eight out of thirty-three classroom teachers were newly appointed. All but one were working on temporary per diem licenses. During the 1987-1988 school year, 13 out of 35 classroom teachers were working on substitute Temporary Per Diem Licenses.

Unfortunately, new teachers have had little experience and training in the teaching of reading. Some teachers majoring in education were required to take six credits in reading methodologies. Others entering the field of education with majors other than education, have had no experience with the teaching of reading. A support system for newly appointed teachers is badly needed. New teachers can contribute to a decrease in reading

achievement by not having the experience to move students to their maximum reading potential.

Academic learning time, engaged learning or time on task are all terms associated with the amount of time children actually spend learning. The amount of time and the quality time spent in school and engaged in learning affects student achievement. Goodlad (1984: 96-97) states:

The time children and youths spend in school appears to affect rather directly the amount of their learning as measured by tests. Increasing annual attendance from 175 to 185 days appears to enhance achievement. . . . The availability of time, then, sets the basic framework for learning. After that, how time is used becomes significant in students' accomplishment. Many studies have shown the significance to achievement of time well spent.

There is a need to increase more quality academic learning time at C.E.S. 73. Teachers who plan and organize their instructional time effectively to meet the needs, interest, and abilities of students will produce greater gains in academic achievement.

According to Stallings (1986: 16):

Research we conducted in 1978-1979 indicated that low-achieving students engage in their tasks for longer periods and register greater gains on reading achievement tests when teachers were well organized and provided both interactive instruction activities requiring students to use several modalities.

One of the factors that seriously affects academic learning time, and therefore achievement, at Community Elementary School 73, is poor student behavior. Every teacher has a minimum of two disruptive children in class and in the majority of classes the number exceeds four. Every time a teacher has to interrupt the class

to discipline a child, there is a loss of teaching time. The problem of school discipline, which permeates every aspect of school life, is a major factor affecting reading achievement at C.E.S. 73. It is such a priority that it was the topic of the writer's second practicum. Without order, there can be no effective instruction. Experienced classroom teachers, through efficient classroom management techniques, are better able to manage time and cope with the myriad of daily disruptions. The report, *A Nation At Risk* (1983: 29) states: "The time available for learning should be expanded through better classroom management and organization of the school day."

The high mobility rate of students at C.E.S. 73 must be considered an additional probable cause for poor student reading achievement. Students enter the school at different times of the year. These students come in with varying educational backgrounds and abilities. The school often has to test and is held accountable for a percentage of highly mobile students for whom it has not provided primary instruction. Table 6: 26 indicates the stability rate of the student population at C.E.S. 73 over the past three years and Table 7: 33 the student transfer rate over the 1985-1986 school year.

Table 7

**Percentage of Students Who Have Been on Register for at Least One and Two Years
Retrospective Stability Rate**

Grade	No. of Students in This Grade 6/30/86	% In This School Since 10/1/85	% In This School Since 10/1/84
Kindergarten (Full Day)	127	78.74%	3.15%
Grade 1	138	77.54%	49.28%
Grade 2	152	89.47%	70.39%
Grade 3	123	90.24%	73.98%
Grade 4	109	89.91%	74.31%
Grade 5	097	91.75%	74.23%
Grade 5 (Gates Extension*)	006	83.33%	66.67%
School Total	752	85.90%	56.78%

*Gates Extension Special program to meet the needs of overaged holdovers. Students on school register, but housed at another site.

Attendance affects academic achievement. Students who are not in school are not learning at the prescribed rate and often fall behind. It is very difficult to make up lost time. Table 8: 34 shows the total school attendance from 1981-1982 to 1985-1986.

Table 8
Community Elementary School 73
Student Transfers
1985-1986

Transfers Into The School					Transfers Out Of The School			
Oct. 85 Register	Transfers Sept. 1985	Transfers Oct. 1985	Total	Rate	Transfers	Transfers	Total	Rate
970	44	63	107	11.0	81	84	165	17.0

Table 9 indicates the attendance rate for students in grades K-5 from 1981-1986.

Table 9
Total Attendance Rate for Students At
Community Elementary School
From 1981-1986
Grades K-5

1981-82		1982-83		1983-84		1984-85		1985-86	
% ATT	REG	% ATT	REG	% ATT	REG	% ATT	REG	% ATT	REG
83.9	708	84.0	690	82.8	732	84.1	854	83.7	856

The probable causes for failure to achieve an increased rate of reading achievement over the years at C.E.S. 73 are many. Family background, socioeconomic status, literary acquisition of youngsters entering the school, bilingualism, amount of experiential and prior knowledge, the number of experienced teachers on staff, quality academic learning time, student discipline, mobility and attendance are all factors which seriously affect reading achievement.

Chapter 3

Terminal Objectives

The writer has identified four terminal objectives for this practicum.

1. As a result of developing and providing a comprehensive monthly reading plan during the period, September 1987 to May 1988, the percentage of third grade students reading at or above grade level will increase by 5 percent over the Spring 1987 (17.5 percent of second grade students in the spring of 1987 read at or above the 50 percentile) standardized reading score (score will be available at the end of May 1988) as measured by the New York City and New York State Standardized Degrees of Reading Power Test.
2. As a result of teaching specific cloze strategies (as tested on the Degrees of Reading Power Test) during the period of September 1987 through April 1988, third grade students at C.E.S. 73 will demonstrate their ability to complete four Degrees of Reading passages and identify appropriate signal words at 80 percent mastery as measured by a grade staff developed simulated Degrees of Reading Power Test, administered every two months.

There were no baseline data available for this objective. Students in the second grade had not been exposed to cloze passages as seen on the Degrees of Reading Power Test. The Degrees of Reading Power Test is intended for students in grades three through twelve (Kibby, 1981).

3. As a result of providing monthly staff development workshops in all areas of reading instruction during the period September 1987 through May 1988, teachers will implement the monthly staff development strategies (i.e. semantic mapping, story grammar, content area strategies (see Chapter Five for planned workshops), as

measured by a checklist of applied strategies to be observed in: lesson plans (weekly), experience charts (weekly), homework (weekly), student folders (monthly), student notebooks (monthly), and bulletin boards (monthly).

While there was a formal checklist to observe the application and implementation of specified strategies, the writer also documented the use of suggested strategies in daily informal visits and observations (i.e. chalkboard, discussions, and student activities related to the given strategy).

4. As a result of providing a third grade language arts cluster teacher to instruct third grade students a minimum of three times per week during the period September 1987 through May 1988, third grade students will demonstrate a mastery of 80 percent in decoding and comprehension skills as measured by a monthly grade test in phonics and reading comprehension.

Since this position as scheduled was new, there were no baseline data. Previously, the language arts cluster taught 25 different classes once a week for a 45 minute period. The continuity of instruction as specified in this objective was intended to reinforce the identified weekly reading skills as stated in the monthly plan.

Chapter 4

Decision on Strategy

Research Findings

Reading in today's society is a fact of life. The need to be functionally literate in the highly technical age of the twentieth century is for some a matter of survival. For others, it affects the quality of life. People with limited reading ability, for the most part, lock themselves into menial low paying jobs that require few, if any reading skills. The report, *Becoming a Nation of Readers* (1984: 1), confirms the premise that: "Reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost."

Reading achievement among minority students is generally lower than whites (except for Orientals). Coleman (1966: 219) states:

The differences between whites and other racial and ethnic groups (excluding Orientals) is great indeed. The degree of educational disadvantage, at the end of 12 years of high school for those who remained in school that long, remains quite large. The Negroes' averages tend to be about one standard deviation below those of the whites, which means that 85 percent of Negro scores are below the white average. In other words, the achievement of about 50 percent of the whites, and 85 percent of the Negroes, falls below this point. The disadvantage of the various groups differs for different areas of achievement. For those from different linguistic cultures, Oriental Americans, Mexican Americans, Indians, and Puerto Ricans, the disadvantage shows most clearly for reading comprehension and verbal ability. For

Negroes, the disadvantage appears to be about the same for all areas tested.

This is particularly significant at C.E.S. 73 because reading achievement of the students in this school is one of the lowest in New York City, and the student population is 100 percent minority. It is therefore necessary for the writer to make an attempt to improve reading achievement at the school. Since New York State evaluates schools on the basis of the third grade Pupil Evaluation Program (PEP) Reading Test, it made sense for the writer to target and develop a comprehensive reading program for third grade students.

Reading is a complex cognitive process. Every reading theorist and researcher has his or her own definition of reading and or reading comprehension. Definitions have changed over the years in accordance with various reading theories and methodologies. Reading, the writer believes, is extracting meaning from the printed page. Leonard Bloomfield (1942), as cited by Swaby (1984: 6), defines reading as: "The act of turning letters of the alphabet into speech." This definition stresses the phonetic approach to teaching reading. Kenneth Goodman (1976) defines reading as a "psycholinguistic guessing game" in which the reader uses semantic, syntactic and graphophonic clues to make a prediction or hypothesis about the reading. The reader then confirms the hypothesis and integrates it with prior knowledge or rejects it and rereads the text until confirmation is made. Frank Smith (1971: 192) defines reading comprehension as: "The reduction of uncertainty through the

elimination of alternatives by the allocation of a statement to a particular cognitive structure." Pearson and Johnson (1978: 24) believe: "Comprehension is building bridges between the known and the new." Reading, as viewed by Sylvia Ashton-Warner, grew out of her own experiences in teaching Maori children how to read. Reading for Warner developed into a process based on a child's own language and experience.

The numerous definitions of reading reflect the plethora of reading theories, methodologies, and strategies. The writer will discuss the topical categories, theories, methodologies and strategies that relate directly to the development of a comprehensive third grade reading program and the implementation of this practicum.

There are many approaches to the teaching of reading. No one approach is the best. Children respond differently to various methods depending upon their particular needs, strengths and learning modalities. Some children respond to an eclectic approach which includes key aspects of the various methodologies. Others may respond to a very specific approach.

There are several basic approaches to beginning reading. One which is always controversial, as the pendulum swings from one end of the spectrum to the other, is the phonetic approach. Rukerman (1971: 9) defines a basic phonemic system as:

A method of teaching reading in which a major and almost exclusive attention is directed toward learning sounds of vowels and consonants followed by blending and the construction of phonemic families of phonograms.

Heilman (1985: 1) an advocate of phonics instruction states:

The purpose of phonics instruction is to teach beginning readers that printed letters and the letter-combinations represent speech sounds heard in words. In applying phonic skills to an unknown word the reader blends a series of sounds dictated by the order in which particular letters occur in the printed word. One needs this ability in order to arrive at the pronunciation of printed word symbols which are not instantly recognized.

Phonic methods are of two types: synthetic and analytic. The synthetic approach begins with the smallest element and moves towards the larger. The analytic starts with the whole word or larger unit and is broken down into its smallest parts. The synthetic approach provides the student with a means of decoding unfamiliar words. Analytic phonics stresses the meaningful recognition of words. A combination of both methods should be applied to decoding and the development of good word recognition skills.

There has always been controversy involving phonics instruction. Today, phonic advocates have to defend themselves against aggressive detractors, since the emphasis in reading pedagogy is placed on whole language. Proponents of whole language believe that phonic instruction should grow out of the used text materials and that isolated phonic instruction serves no purpose. Groff (1986: 919-923) has concluded that as a result of the criticism that phonic instruction has received, particularly over the past twenty years, the teaching of phonics has matured. Groff states:

The results of having to defend itself against vigorous opposition has been a needed refinement of this instruction. Phonics teaching thus has emerged from its latest contention more energized and surer of itself than ever before. . . . At present it is reasonable to agree, on the basis of critical analyses of the pertinent empirical evidence, that the main issue regarding phonics instruction is no longer whether children need to receive this instruction, but rather 'just how it should be done' (Anderson et al., 1985, p.36).

What must now be decided is the way in which phonic instruction can be integrated into the reading program to best meet the needs of students.

Reading, as previously stated, is often defined as a complex cognitive process. Bloom (1956: 7) in developing a *Taxonomy of Educational Objectives: The Cognitive Domain* defines that domain as "objectives that deal with the recall or recognition of knowledge and the development of intellectual abilities and skills." Bloom classifies objectives into a hierarchical order of six levels (the first being the lowest): (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation.

Barrett's Taxonomy (1976) of reading comprehension skills consists of four levels: (1) literal recognition and recall, (2) inference, (3) evaluation, and (4) appreciation (Appendix B: 163). Barrett sub-divides each level into skills. For example, level 1 is divided into six parts: (1) recognition and recall of details, (2) recognition or recall of main idea, (3) recognition or recall of sequence, (4) recognition or recall of comparisons, (5) recognition

or recall of cause and effect, and (6) recognition or recall of character traits. Mastery Education (1986) has developed a series called *Insights* (1987) that provides strategies for teaching basic reading skills as defined by Barrett's Taxonomy. The writer incorporated the skill lesson in *Insights* into the monthly plan. Insights is a methodology based on the concept of mastery learning which involves pretesting, teaching, and posttesting. If mastery of any one objective is not achieved, reteaching and posttesting become necessary.

Leonard Bloomfield, a famous linguist, developed a linguistic approach to the teaching of reading in a book of unpublished materials called: *Let's Read*. Bloomfield, after his death, left his materials to Clarence Barnhart who publicized the work and implemented it within the school systems.

Linguistics is the scientific study of language. There are three different linguistic approaches with regard to the study of language: According to Karlin (1980: 40):

Structural linguists study oral language to identify its sounds; its units of meaning, carried by words and by parts of words; and its syntax. They attempt to describe language from these utterances. Generative, or transformational, linguists seek to discover the knowledge one has in order to make such utterances or to understand them.

Those who advocate the psycholinguistic approach, view reading as a process that integrates the reader's thought processes with the written language. The reader relies on his experiences, concepts and learned responses to react to the written message. The reader uses

four cue systems within the language to recognize words: cue systems within words, cue systems in the flow of language, cue systems within the reader and cue systems external to language and the reader (Smith: 85-100).

The linguistic methodology stresses the commonalities of spelling patterns in the English language. Students must be able to infer and have an understanding of letter-sound relationship, as this part of the approach is not emphasized. Students first learn regular spelling patterns. This is followed by familiarity with irregular patterns and key sight words. Swaby (1984: 20) states:

The linguistic methodology defines reading as a decoding activity in which readers use the patterns implicit in the spelling system to make sounds from letter combinations. The key to learning to read is breaking the code of writing, which is captured in the spelling patterns of written language.

Schubert and Torgerson (1972: 86) state: "The language-experience approach is based on the interrelationship and interdependence between listening, speaking, reading and writing." Children learn to read and write based on their own personal experiences. The experience becomes more meaningful because of the personal involvement. Concepts are better understood and retention is facilitated. The essence of the language experience approach is described by Roach Van Allen:

What I can think about, I can talk about.
What I can say, I can write.
What I write, I can read. I can read what
I write and what other people can write for me to read.

Karlin (1980: 204) identifies the underlying principles associated with the language-experience approach.

- . Learning takes place more readily if pupils recognize that the activities in which they are expected to engage are both useful and important to them.
- . Learning is both richer and easier if children share in selecting and setting the goals of learning, in planning ways to gain them, and in measuring their own progress toward them.
- . Learning is more efficient if it is satisfying emotionally- if feeling is supportive of thinking.
- . Firsthand experience makes deeper impressions on a child than vicarious experience.
- . Learning is facilitated and reinforced when more than one sensory approach is used.
- . Children learn best when they are relieved of undue pressure to compete and when they feel reasonably confident that they can accomplish what is expected of them.
- . Pupils learn best when their efforts are appreciated by their teacher and their classmates.
- . Learning opportunities are richer for children when they are not restricted to the things the teacher knows.

As in all methodologies, there exist pros and cons. The language-experience approach stimulates interest and creativity. Students read and write about their own meaningful experiences. The use of vocabulary is not limited or controlled as it is in readiness and pre-primer books. Students often find it easier to read their own language patterns. The language-experience approach integrates

all aspects of the language arts curriculum: listening, speaking, reading and writing.

Mallon and Berglund (1984: 867) state:

The language-experience approach to reading instruction receives plaudits both in practice and research literature. It motivates students to want to read and effectively demonstrates the connection between spoken and written language. The use of the student's own language and background of experiences encourages acquisition of reading vocabulary as well as comprehension of the printed word.

Some teachers and school systems use the language-experience approach exclusively. Others use the approach in combination with the basal reading program. The writer, for this practicum, will integrate the language-experience approach into the mandated basal reading program.

The use of basal readers in American classrooms is pervasive. Over 90 percent of the primary school and 80 percent of the intermediate school teachers use basal reading programs May (1982: 275). A developmental basal reading series introduces the basic fundamental reading skills in a sequential and systematic way and encourages the development of positive reading habits and attitudes. The abundance of materials that are an integral part of a basal reading series are designed to meet the reading needs of all types of students and learners and provide for the teacher, through a comprehensive teacher's manual, strategies for teaching reading. Most basal reading programs include: softbound and hardbound books, teacher's guides, skill books, diagnostic and testing materials,

computer software, ditto or blackline masters, instructional aids, resource books, library books and audio-visual aids. Swaby (1984: 38) describes the basal reading program in this manner:

The basal is a package of reading materials arranged in a basal format and organized around a developmental approach to the teaching of reading. A developmental approach identifies important reading skills and allocates them in a logical sequence and to specific grade levels. Vocabulary counts are used to select appropriate vocabulary for each grade level. Appropriate literature is chosen and assigned to each grade level. An appropriate instructional design is created and the material is organized around this design. The developmental basal is the most widely used method for teaching reading in the United States today.

At Community Elementary School 73, The Ginn Basal Reading Program is used. The Ginn basal reading series will be an integral part of the total comprehensive reading program that the writer will design for this practicum. The *Ginn Reading Program* components consists of pupil texts, skillpacks, studybooks, placement tests, a computer management system, unit and level tests, and a wide variety of other supplementary material. Due to fiscal constraints and a limited budget, all C.E.S. 73 could afford to purchase for its program is the reading text book, the skillpack and the unit tests.

The Language Immersion Methodology, sometimes referred to as Whole Language or the Holistic approach to teaching reading involves getting the meaning from the printed page by using all available language cues. Holism, as defined by May (1982: 20):

Is the theory that the whole is greater than the sum of its parts. Reading is more than the sum of subskills. Holistic reading requires the concept of reading as communication;

it also requires the coordination of numerous subskills with the intention for acquiring the authors's message.

The whole language curriculum uses predictable materials, trade books, story reading, sustained silent reading. Emphasis is placed on the development of listening skills using meaningful materials that are predictable. Students learn to identify sight words, and phonics are taught from the text. Much of the whole language curriculum uses language experience to develop both oral and written language.

The One-to-One Sound Symbol Approach or the Symbol Augmentation Methodology, as it is sometimes referred to, extends the alphabet to achieve a sound symbol relationship for all the sounds in the English language. While there are 26 letters in the alphabet, there are between 40 and 45 basic sound symbols. Students learn a sound for each letter, and symbols that designate certain sounds. Through this sound/ symbol relationship students learn to break the graphic code and derive meaning from the printed page. The Initial Teaching Alphabet and methodology which was popularized in the 1960's and had its origins in England in the 1800's is an example of the sound/ symbol approach. This methodology is not frequently used today.

The Individualized Reading Approach is another methodology that has met with success with students that have the ability to work independently. The New York City Board of Education (1960: 6) in its Guide to Individualized Reading:

Recognizes, accepts, and respects the fact that children differ and that each child is an individual in his own right with his own thoughts, secrets, drives, motivation,

wishes and learning make up. It also recognizes that reading is a personal, individual experience and often a private affair. Individualized reading attempts to meet individualized needs in the main, by dealing with them individually. Reading, guidance and teaching are tailored to the child and not the other way round. Each child is taught the reading skills when he needs them. Therefore, he sees these skills as important and worth achieving. With this motivation the child meets the situation head on.

Williard C. Olson, a child developmental specialist is credited with the terminology used in this method: self-selection, seeking and pacing. Children are expected to select their own books for reading. The books must be appropriate to the needs, interests and abilities of the individual student. When necessary, the teacher guides in the selection. Children are encouraged to seek books which enhance their real life experiences and are to seek help from the teacher in order to improve their reading skills. Self-pacing refers to the rate at which a child reads. The student does not have to keep up with the class or group but rather moves along at his own pace.

Lyman Hunt (1972: 185) discusses common principles of an individualized reading program:

- . Literature books for children predominate (rather than textbooks series) as basic instructional materials.
- . Each child makes personal choices with regard to his reading material.
- . Each child reads at his own rate and sets his own pace of accomplishments.
- . Each child confers with his teacher about what he has read

and his progress in reading.

. Each child carries his reading into some form of summarizing.

. Some kind of record is kept by the teacher or child or both.

. Children work in groups for an immediate purpose and leave the group when that purpose is accomplished.

. Word recognition and related skills are taught and vocabulary is accumulated in a natural way at a point of the child's need.

The individualized conference is of major importance to the individualized reading program. The teacher evaluates the students progress by checking records. The teacher asks questions to determine the levels of comprehension. Children are asked to read orally so that an assessment of their reading difficulties can be made. The teacher discusses the choice of current or future books and explores the child's feelings towards a book.

Criteria for evaluation of this reading program are developed by the teacher. The children learn how to evaluate their growth and this becomes an integral part of the program. Self evaluation is a meaningful way to assess individual growth.

Computer Assisted Instruction should become an integral part of the every day school curriculum. The report *A Nation at Risk* (1983: 10) states: "Computers and computer-controlled equipment are penetrating every aspect of our lives, homes, factories, and offices." Rude (1986: 2) cites the following reports and statistics regarding the use of computers in today's schools:

According to the National Center for Educational Statistics, in 1981, about half of the school districts in the United States owned one or more microcomputers (Spencer and Baskin, 1983). By 1982, this number increased by 60 percent. . . . A Lou Harris poll conducted at the end of 1983 found that children in 40 percent of the households with school-aged children used a computer at school (Report on Educational Research, 1983). . . . Between the 1981-82 and 1982-83 school years, there was a 209.4 percent increase in microcomputers use in our nation's schools. (Report on Educational Research, 1983).

C.E.S. 73 has three Apple 11E computers which can be used to supplement and enhance reading instruction. Presently the computers are being used by the Chapter 1 Reading teacher, the mathematics cluster and the librarian. The writer, during the 1986-1987 school year, in consultation with the two teachers using the computer, ordered reading software for the first time. Reading software can be classified into four basic types: drill and practice, tutorial, educational games, and simulations. Introducing students to the computer and making them computer literate is a mandate of the Regents Action Committee, part of the New York State Department of Education. The computer helps to motivate reluctant readers and provides an enormous amount of material to review particular skills that students have not mastered.

The writer used for this practicum, the Ginn Computer Management System. Through this system teachers were able to assess individual and class progress through the use of the following reports: Test Result Report, Pupils Below Suggested Passing Score Report, Reinforcement Activities Report, Pupil Performance by Objective

Report, Pupil Status Summary Report, Progress Report, Cumulative Record of Performance Report, and Parent Report (Appendix C: 167) for student print-out.

Three additional computers were ordered during the 1987-1988 school year. The computers were received in April of 1988. During the month of May, the writer had the custodians convert a small office into a computer laboratory. As of this writing, the room is complete but not secure. The writer is waiting for the carpenter to install a fox lock on the door.

The most single important factor in the success in teaching reading is the teacher. All discussed methodologies work. The extent to which they are successful depends on the teacher and the needs of the individual students. In assessing the effectiveness of the major approaches to the teaching of reading, Bond and Dyxtra (1967) compared the use of the basal reader series (the most widely used reading methodology in the United States today) to the following approaches: basal plus phonics, linguistics, phonics plus linguistics, Initial Teaching Alphabet (I/T/A), and language experience. The results, cites Seaby (1984: 43):

- . More mature children were able to cope with the demands of less structured programs that emphasized meaning.
- . Less mature children and children of low readiness needed the structure of programs emphasizing code breaking. This does not imply that such children should be restricted to code instruction only.
- . Children with good auditory and visual discrimination have an edge in any program.

- . Familiarity with print prior to first grade benefits the development of reading skills.
- . Word-attack skills need to be emphasized early and taught systematically.
- . Combinations of teaching strategies are more beneficial than single strategies.
- . One reading program is not equally effective in all situations.

In designing the third grade reading program the writer was concerned with the assessment of student's reading levels, the diagnosis and remediation of students' reading strengths and weaknesses, strategies for word identification, vocabulary, comprehension, the cloze procedure, teacher directed instruction, grouping, content area reading, writing and reading aloud. All of these areas were integrated in the monthly plan that the writer developed for the third grade teachers.

Before teachers begin basic reading instruction, it is important to assess student's reading ability. Assessment can be made in a number of ways. Information can be obtained from standardized survey, diagnostic and achievement tests as well as informal reading inventories (IRI). Every fall, School District Nine gives the Metropolitan Achievement Test. Each teacher receives a printout with information stating the level of mastery or non mastery of each student's individual reading skills, and a class analysis of skills identifying, in order of priority, the skills that the teacher must teach. In addition, teachers are encouraged to give an informal

reading inventory during the first week of school. For this practicum, the third grade teachers were mandated to give the Roswell-Chall, the Silvaroli and School District Nine Phonics Inventory (Appendix D: 175). The IRI gives the teacher immediate feedback, identifying the student's independent, instructional and frustration levels. Teachers can quickly assess student's oral reading ability as well as comprehension difficulties. Teachers can use their own IRI, or if available the Ginn IRI. Other published IRI's which are available to the staff are the Sucher-Alfred Reading Placement Inventory, the Silvaroli Classroom Reading Inventory and the Roswell-Chall Auditory Blending Test.

There is a wide range of reading abilities within a classroom or grade. This is particularly true at Community Elementary School 73. The higher the grade the wider the range. Bond and Tinker (1973: 52) state:

The total range between the best and the poorest reader in the generalized second-grade is two years and five months; in the third grade, the range is three years and six months; in the fourth grade, the range is four years and eight months; in the fifth grade, it is six years and one month; and in the sixth grade, it is seven years.

Within that wide range of abilities, there are students in need of corrective, remedial, adaptive reading, and accelerated instruction. According to Harris (1975: 15):

Corrective reading occurs within the framework of regular class instruction and is conducted by the classroom teacher for groups and sub groups whose reading skill weaknesses are uncovered in the daily or periodic assessment of skill development.

Classroom teachers at C.E.S. 73 work with children that have many types of reading difficulties and disabilities. While there are four to six classes on every grade, there is generally only one class per grade that reads at or above grade level. Most children can be diagnosed as having either a simple or specific reading retardation. A student with simple reading retardation is generally not reading at grade level. The child has a positive attitude toward reading but needs motivation, interesting materials at the appropriate instructional level, and more practice in reading. Students that experience specific reading retardation are not necessarily disabled readers, but have weaknesses in specific areas that lower their general reading achievement. Other children in the class have limited and complex reading disabilities. The student with a limited reading disability has difficulty in all areas and aspects of reading. There is a need to relearn what was taught. The use of varied, motivating and interesting approaches are necessary. Students with a complex disability have all the characteristics of a limited disability but exhibit a poor attitude towards reading and can not adjust or accept their reading failure, Bond and Tinker (1973). Every classroom teacher at C.E.S. 73 must cope with all of these reading difficulties on a daily basis.

Vocabulary development is an integral part of the reading process and the manner in which it is introduced and taught will affect, in part, the outcome of this practicum. Word

identification is synonymous with vocabulary development. Frank Smith (1971: 106) states:

Identification involves a decision that an object now confronted should be treated in the same way as a different object met before; that the two should be put into the same category. There is no implication that the object being identified should itself have been met before. Recognition, on the other hand, literally means that the object now confronted has been seen before although it does not require identification. We recognize a person when we know we have seen him before, whether or not we could put a name to him. We identify a person when we put a name to him, whether or not we have met him before.

In teaching vocabulary, students must learn language generalizations and strategies for identifying and learning new words. This can be done through sight recognition, phonic analysis, structural analysis and contextual analysis.

The writer advocated the Pearson and Johnson (1978) five step approach to introducing sight vocabulary:

- . Seeing: Seeing the written word and spoken in oral context.
- . Discussion: Words are read aloud by the teacher and children and are discussed in relation to the environment, experience and interest.
- . Using: Students generate a sentence or two using the word.
- . Defining: Students define the word, using their own words.
- . Writing: Students are encouraged to write the word both alone and in context.

In addition, teachers were required to use semantic mapping where applicable. Semantic mapping is a means of graphically integrating and organizing concepts. Through this strategy students are able to relate prior knowledge to new concepts. When teaching vocabulary, teachers were instructed to employ the strategies advocated by Beck (1982):

- . Provide opportunities to practice targeted words and review them within an organized or well planned cycle.
- . Develop exercises to encourage speedy recognition of words and their definitions. This helps foster easier lexical access.
- . Provide instructional material and activities to involve the reluctant learners.
- . Encourage the use of targeted words outside the vocabulary class.

Teaching vocabulary in context and the application of learned vocabulary in meaningful exercises enhances vocabulary and improves student's retention of words. Teachers must take students from the unknown level of word recognition to the established level at which point those words become part of the students' daily vocabulary .

The purpose of this practicum was to improve reading comprehension among third grade students at C.E.S. 73. Reading is a complex cognitive process in which the reader extracts meaning from the text. Comprehension, as stated by Pearson and Johnson (1978) is an active process, in which the reader builds bridges between the

new and the known. The writer advocated the use of schema theory as it related to the teaching of reading comprehension.

According to Turetzky (1984), reading becomes meaningful if there is understanding between the reader and the text. Understanding involves the organization of cognitive structures of knowledge. People respond to various situations based on former experiences, Schank & Abelson (1977). In the process of understanding, people use two types of knowledge: general and specific. Schank and Abelson (1977) as cited by Turetzky (1984: 5) state:

General knowledge enables a person to understand and interpret another person's actions, simply because the other person is a human being with certain standard needs who lives in a world which has certain standard methods of getting those needs fulfilled We use specific knowledge to interpret and participate in events we have been through many times.

The concept and importance of understanding the impact that schema theory and prior knowledge have on the teaching of reading can not be underestimated. Adams and Collins (1985: 406) state:

A fundamental assumption of schema-theoretic approaches to language comprehension is that spoken or written text does not in itself carry meaning. Rather, a text only provides directions for the listener or reader as to how he should retrieve or construct the intended meaning from his own, previously acquired knowledge. The words of the text evoke in the reader associated concepts, their past relationships, and their potential relationships. . . . The goal of schema theory is to specify the interface between the reader and the text -to specify how the reader's knowledge interacts and shapes the information on the page and to specify how that knowledge must be organized to support the interaction.

The writer, through this practicum, stressed the need for teachers to approach reading comprehension through the tapping or elicitation of prior knowledge. The writer provided, through staff development, strategies for developing background such as: discussion, advanced organizers, semantic mapping and webbing, use of pictures, concrete materials, trips and prior reading.

Teachers integrated schema theory into their daily basal reading lessons. The format of a regular basal reading lesson follows either the Directed Reading Activity as developed by Betts (1946) or the Directed Reading Thinking Activity as advocated by Stauffer (1975). The format of a regular basal reading lesson usually begins with the introduction of the vocabulary, setting the purpose for reading, questions and answers, an assignment in a skillpack and suggested enrichment activities. In applying schema theory to the basal reading lesson Reutzel (1985: 194) suggests starting with enrichment activities to build background and introduce vocabulary, relate the skills lesson explicitly to the given story, ask questions prior to the reading that directs students attention to relevant information in the text, guide the silent reading and assess comprehension, skills and vocabulary.

In the Spring of 1986, New York City changed its standardized reading test from the California Achievement test to the Degrees of Reading Power Test. The California Achievement test is a skills based test and the Degrees of Reading Power Test (DRP) is text referenced. The format of the DRP test has its origin in what is

termed the cloze procedure. The cloze procedure was brought to the forefront of reading research in 1953 by Wilson Taylor. The Bullock Report (1975) as cited by Rye (1982: 1) describes the procedure as: "The use of a piece of writing in which certain words have been deleted and the pupil has to make maximum possible use of context clues available in predicting the missing words." The cloze procedure is based on the Gestalt theory of psychology and the concept of closure. The cloze procedure involves the automatic deletion of every nth word (fifth, seventh, ninth) from a text. Students must be able to predict and use context clues to complete the omissions. Scores are computed on the basis of an exact match of the missing words. The cloze procedure can be used to measure comprehension, establish a readability level and assess reading growth. Similarly, The Degrees of Reading Power Test can, according to Kibby (1981: 416):

- . Evaluate a student's present level of reading achievement.
- . Determine the most difficult prose material a student can read independently and instructionally.
- . Evaluate student growth.
- . Measure reading competency.

A degrees of reading power test (a modified cloze passage) consists of approximately a 325 to 350 word passage with seven deletions. Students are given a choice of five words that are semantically and syntactically correct to complete the deletion. Text material is all content area related. However, authors of the

test say that prior knowledge is not a factor as all pertinent information is stated within the passage.

The change in the New York City reading test prompted those responsible for curriculum to reevaluate how reading is taught in the school and forced curriculum managers to look more carefully at the implementation of the basal reading program. Where a skills based program was needed for preparation of the CAT, a literature based program, heavily supplemented with content area material is needed for preparation of the DRP.

The writer and two colleagues developed a District Handbook that acquainted teachers with the cloze technique, provided strategies for student instruction in cloze, and assisted teachers with techniques for improving classroom instruction in cloze. Third grade teachers at C.E.S. 73 were mandated to use the guide as prescribed in the monthly lesson plan that the writer provided. Initially there was a strategy per week. After all strategies were introduced, strategies were spiraled on a daily basis. Teachers were required to work through a cloze passage with their students on a daily basis.

At least 70 percent of all basal and elementary school reading material is narrative in nature. Expository reading materials are not stressed until the intermediate grades. The third grade is a transitional grade, in the sense that students begin to become more involved in functional types of reading experiences than in the earlier grades. Content area texts in social studies and science are written one book per grade level and teachers generally have one

set of texts per class. Teachers must consider the readability level of the text and the concept load since the level of student's reading abilities vary greatly within one class. The need to learn how to process content area text material is the responsibility of every elementary school teacher. Many of the reading skills introduced through the basal reader can be integrated across the curriculum. Teachers working with the skill facts and details for example, can best reinforce the skill in social studies. Similarly, other basic reading skills can be reinforced in content area subjects. Strategies for comprehending expository writing are many and it is equally as important to teach them. Strategies such as the Robinson (1962) Survey, Question, Read, Recite, and Review (SQ3R) technique in which students are asked to survey the materials in a chapter, turn headings into questions, read to answer the questions, recite the answers and review and summarize the material that was read and learned is a famous strategy. There are many variations on a theme for this particular technique. Another methodology used frequently in content area reading is the PARS technique. The teacher sets the *Purpose* for reading, *Asks* questions related to the purpose, students *Read* to answer the purpose setting questions and *Summarize* what was read. The SEARCH strategy, Indrisano (1983), encourages children to work individually and independently to learn more about a content area that was discussed in class. The acronym SEARCH, as cited by Mason and Au (1986: 203) stands for:

- . Set goals: Students decide what it is they want to know and do.

- . Explore sources and resources: Students decide on their resources.
- . Analyze and organize information: Students extract information pertinent to their topic.
- . Refine and rehearse: Students decide upon the mode of presentation for their project.
- . Communicate with others: Students share their information.
- . Help yourself to improve: Creating a plan for assessment.

The Reciprocal teaching strategy, Palincsar (1984), involves the students' ability to generate questions, summarize, predict and evaluate material. The ReQuest procedure Manzo (1969), involves an interactive questioning technique in which both teacher and student ask and answer questions based on the reading. Discussed were some of the standard and newly recommended content area strategies.

Children were made aware of the different text structures in expository writing and how to deal with the uniqueness of specific content area materials. Reading maps, charts, and tables are content area skills that students had to learn.

The passages in the Degrees of Reading Power Test are all expository. All material is content area related. Since the DRP test begins in the third grade, teachers must familiarize students with all types of content area materials and begin to teach content area strategies. The writer conducted workshops to introduce teachers to these various content area strategies.

The reading and writing connection is another component of the reading program the writer will integrate into this practicum. Flood, Lapp and Farnan (1986: 558) state:

Researchers contend that reading and writing are mutually enhancing language skills (Britton, 1970; Squire, 1983; Stotsky, 1983). . . . Research into the relationship between reading and writing has presented a strong rationale for integrating the teaching of these two language skills. Squire analyzed this relationship and states that 'composing and comprehending are process-oriented thinking skills which are basically interrelated. Our failure to teach composing and comprehending as a process impedes our efforts to teach the how to think.

The processes that readers and writers experience before, during, and after reading and writing are strikingly similar. Figures A, B, and C as analyzed by Butler and Turbill (1984: 11-14) demonstrate these similarities.

Figure A
What Readers/Writers Do Before Reading and Writing

Readers	Writers
The proficient reader brings and uses knowledge:	The proficient writer brings and uses knowledge:
. about the topic (semantic knowledge) . about the language used (syntactic knowledge) . About the sound symbol system (graphophonic knowledge)	. about the topic (semantic knowledge) . about the language used (syntactic knowledge) . About the sound symbol system (graphophonic knowledge)
The proficient reader brings certain expectations to the reading cued by:	The proficient writer brings certain expectations based on:
. previous reading experiences . presentation of the text . the purpose for reading . the audience for the reading	. previous writing experiences . previous reading experiences . the purpose of the writing . the audience for the writing

Figure B**What Readers/Writers Do During Reading and Writing**

Readers	Writers
The proficient reader is engaged in: . draft reading — skimming and scanning — searching for sense — predicting outcomes — re-defining and composing meaning . re-reading — re-reading parts as purpose is defined, clarified or changed — taking into account, where appropriate, an audience — discussing text, making notes — reading aloud to "hear" message . using writer's cues — using punctuation to assist meaning — using spelling conventions to assist meaning	The proficient writer is engaged in: . draft writing — writing notes and ideas — searching for a way in, a "lead" — selecting outcomes — revising and composing meaning . re-writing — re-writing text as purpose changes becomes defined, clearer — considering readers and the intended message — discussing and revising text — re-reading to "hear" message . preparing for readers — reading to place correct punctuation — deciding on appropriate presentation

Figure C**What Readers/Writers Do After Reading and Writing**

Readers	Writers
The proficient reader: . responds in many ways, e.g. talking, doing, writing . reflects upon it . feels success . wants to read again	The proficient writer: . gets response from readers . gives to readers . feels success . wants to write again

The writer included in the monthly plan two writing strategies from the program *Teaching Writing: A*

Developmental, Systematic Approach, the topic of the writer's first practicum. The teachers introduced and integrated the strategies across the curriculum. The students were required to have writing folders in which all students' writing was kept. The integration of the reading/writing strategies had a positive affect and impact on students reading achievement (See Chapter Six).

Reading aloud to children should be an integral part of the daily scheduled reading program. Many benefits are derived from reading aloud to children. Children develop good listening skills and listen to language that is semantically and syntactically correct. Students become familiar with various types of literature that they may never have had an opportunity to experience by themselves. The Commission on Reading in their Report "***On Becoming a Nation of Readers***" (1983: 23) states: "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." Teachers will be required to read to their students daily. Both literature and content area books will be read to increase students' general knowledge. It is important to familiarize students with a wide range of content area subjects in preparation for the Degrees of Reading Power test which is content area based.

The writer provided a monthly reading plan which included

every aspect of an integrated reading program (Appendix E: 212). The plan included:

Figure D

Month of _____

	Vocabulary Element	Phonic Skills	Teacher Directed Activity	Basal Reading Selection	Cloze Strategy	Writing Strategy	Reading Aloud
Week 1							
Week 2							
Week 3							
Week 4							

In summarizing connections between the literature and the actual implementation of the proposed plan, the writer provided each third grade teacher with a monthly plan which included the following basic components: content area vocabulary, phonic elements, teacher directed comprehension skills activities, cloze strategies and a suggested list of books to read aloud to children.

Five related content area vocabulary words were included in the weekly plan. Content area words were provided by the writer to increase schema and awareness in many content areas and familiarize students with the type of content area passages that might appear on

The Degrees of Reading Power Test (DRP). All DRP passages are content area related. Teachers used semantic mapping to introduce new vocabulary, concepts and the strategies of Pearson and Johnson (1978), and Beck (1982).

To determine the phonic element to be taught, the writer consulted the basal reader's teacher's guide. Teachers were told to teach phonics in the context of reading a selection rather than an isolated skill. Therefore, the phonic element was introduced through the story in the basal reader and/ or another piece of literature that helped develop and reinforce the skill. Teachers were asked to consult Heilman (1985) for a comprehensive guide to phonics instruction. Additionally, the language arts cluster reinforced the weekly phonic element using teacher made and other instructional materials.

The weekly lesson plan specified a comprehension skill of the week. There were several teacher directed lessons which introduced and reinforced the skill (i.e., main idea, sequence, cause and effect etc.) The writer provided the teacher with specific strategies and materials for teaching the skill to assure total coverage of salient points. The skill was integrated and reinforced, where possible, in all curriculum areas.

The *Ginn Basal Reading Series* is used throughout the school. Third grade teachers began the year with four reading levels ranging from grade one to grade three. The writer required the teachers to

follow a five day developmental lesson plan using suggested materials in the teacher's guide (Ginn, 1984)

To familiarize students with the contents of the Degrees of Reading Power Test, and skills for comprehending and answering modified cloze passages as tested, teachers were required to introduce a cloze strategy a week. Strategies were spiraled to review and reinforce what was continuously being taught. Cloze strategies were taken from the School District Nine Cloze Handbook (Gargan, Hillman, & Turetzky, 1986).

The reading/writing connection is strong and the processes similar. As part of the third grade reading plan, the writer included writing strategies from *Teaching Writing: A Developmental Systematic Approach* (Rothstein, 1984). Teachers were asked to integrate the writing strategies across the curriculum. Students were required to have writing folders and teacher were asked to display students' writing on bulletin boards.

Teachers were given a list or read-aloud books. Teachers were asked to read to students prior to lunch, directly after lunch or before going home. Reading aloud to children develops listening skills and introduces children to the world of literature. It develops imagination, improves language skills, and motivates children to read (Trelease, 1984).

In making the connections between the literature and the implementation, the writer chose to incorporate into the monthly plan current reading strategies that research has proven successful.

Providing teachers with a monthly plan assured comprehensive coverage in all areas of reading instruction.

Analysis of the Problem Setting

The need to improve reading achievement at Community Elementary School 73 is reflected in the history of reading scores over the last five years. Coleman (1966), the National Assessment of Educational Progress (NAEP) in The Reading Report Card (1984), A Nation at Risk (1983), On Becoming a Nation of Readers, (1984) all conclude that minority students do not score as well as their white counterparts on standardized achievement tests.

Students that come from homes with low socioeconomic backgrounds, generally do not come from highly literate families. The role that literacy plays in the early years of a child's development has an impact and effect on reading success in school. Children who are read to frequently, have had numerous experiences with print and have had a wide range of experiences prior to coming to school, have a greater chance of succeeding in school. Children at C.E.S. 73 have had little exposure to print and limited experiential background prior to coming to school. This affects reading comprehension and achievement.

Half of the students at C.E.S 73 are bilingual. While many children come to school speaking English, Spanish is the primary language spoken at home. Children who come from homes where English is not the dominate language, are often at a disadvantage. Parents, while they would like to, can not read to their children and can not

help children with their assignments. The lack of parental support and encouragement can affect achievement.

Inexperienced and newly assigned teachers have had little training in the teaching of reading. Some teachers have had no experience. A teacher's inexperience and lack of knowledge in reading methodologies can have a negative affect on reading achievement.

Student discipline, lack of motivation and poor attitude contributes to poor student achievement in reading. Teachers who must constantly interrupt the class to discipline children waste valuable teaching time. The need to create an environment conducive to learning involves good classroom management skills and an awareness of academic learning time. Striving to achieve an effective learning environment is extremely important.

Mobility and absenteeism affects reading achievement. Students not in school do not learn, and when on occasion they do attend, they find it difficult to meet the given criteria and keep up with other students in the class.

The purpose of targeting the third grade for improvement in reading achievement was timely in that the New York State Department of Education determines each schools' rating and ranking on the Comprehensive Assessment Report by the results of the third grade reading achievement PEP Test. The need to reduce the reading deficit by half over three years, as discussed in detail in Chapter 2, is a

mandate of both the state and city. It is therefore a priority of the school to improve third grade reading scores.

The writer conducted workshops to improve the reading methodologies and strategies of third grade teachers and asked the District's Division of Early Childhood to support and provide additional assistance. Assistance in the form of demonstration lessons, supplementary materials, and additional teacher training was requested. The type of support and assistance given will be discussed in Chapter 5.

The writer worked very closely with the funded reading teachers and paraprofessionals assigned to third grade children in need of remediation. The writer identified third grade non-readers and had the reading specialist design and correlate a particular program to meet the needs of these students. Articulation between the funded teacher, the classroom teacher and the writer was on-going. Weekly monitoring of student's progress was required.

The writer requested that the consultant from the Ginn Reading Company be scheduled to address the third grade teachers in the beginning of the school year and that he/she work with the teachers on an individual and continuous basis. This was to assure continuous monitoring of the proper use of the basal reading program. This service was promised but never provided.

The writer, in cooperation with the principal, was to assign a language arts cluster to each third grade teacher a minimum of three periods per week. A cluster teacher, in the New York City Public

Schools, gives the classroom teacher a daily forty-five minute preparation period as mandated by the union contract. The language arts cluster received the third grade reading plan and in coordination with the classroom teacher introduced, reinforced and reviewed the strategies given in the plan.

The writer organized and conducted parent workshops. The purpose of the workshops was to involve parents in the reading process and show them how they can help their children at home. Activities planned for the parents had a direct correlation to the monthly reading plan that was given to the teachers.

A constraint which often affects reading achievement is the designation of class assignments. Contractual obligations give experienced teachers preference for coveted positions. In the reorganization of classes in June of 1987, there were 13 vacancies. There were vacancies on every grade. Vacancies were created by people taking sabbaticals, leaves of absences, the creation of more classes, and the allocation of additional funded programs. There were five third grade classes during the 1986-1987 school year, and eight third grade classes scheduled for the 1987-1988 school year. Of the five, one teacher requested and was assigned to a funded program, another, an extremely weak teacher, was convinced by the writer to take another assignment, and one was going out on maternity leave. This left two out of the five original third grade teachers in place. The writer tried to persuade a few teachers to request third grade positions, but most requested their same

assignment. Only one teacher made the switch. By contract, teacher preferences must be honored. Teachers like remaining on the same grade because of familiarity with the curriculum and text books.

The writer was able to purchase some supplementary materials for third grade students. Individualized reading, cloze, content area and manipulative materials were needed to supplement the basal reading program. Limited funds prevented the purchase of much of this remedial and enrichment material.

The library cluster was responsible for the implementation of the Ginn Management system. The librarian conducted workshops for the third grade teachers on the use of the management system, and was responsible for running the cards through the computer. Third grade teachers administered their unit tests and gave their computer cards to the librarian. The teachers received a comprehensive print-out. This print-out helped teachers plan their reading lessons in a more comprehensive manner and provided individual diagnostic and remedial information.

When the proposal was written, there were to have been six third grade classes formed in September of 1987. Class registers were not to exceed 25 students per class. Students are 100 percent minority: approximately 55 percent are Puerto Rican Americans and 45 percent Black. Of the six teachers that were to be assigned to the third grade for the 1987-1988 school year, two are Caucasian, two are Black and are second year teachers, one is a Puerto Rican American. At that time there was one bilingual class and one

vacancy. Students are placed in the bilingual class on the basis of their score on the Language Battery Assessment Test (below the 21st percentile) and parental request. Of the five teachers who have been assigned to the third grade, two teachers hold temporary per diem licenses (substitute licenses), but have had third grade classes for two years, three are veteran teachers and one of the three is new to the grade. Most students participating in this program are not reading on grade level as only 17.2 percent of the second grade students tested in May of 1987 were reading at or above the 50 percentile. Students were grouped homogeneously in the 3-1 and 3-2 classes. Students were placed in those two classes on the basis of their reading score and teacher judgment. The 3-5 class is the bilingual class. Classes 3-3, 3-4, and 3-6 have students with reading scores below the 35th percentile. Many of these students are discipline problems. When reorganizing the grade, students with recognized discipline problems were placed in all six classes. It was the writer's intent not to stack any one class with all discipline problems. It must be noted however, that the 3-3, 3-4, and 3-6 classes are the most difficult in terms of discipline and improving academic achievement. Of the six teachers assigned to the third grade for the 1987-1988 school year, four teachers worked together as third grade teachers during the 1986-1987 school year.

When assigned to supervise the third grade in September of 1986, the writer suggested the selection of a grade leader. The grade leader coordinated activities on the grade and helped develop

and share instructional materials. Teachers worked very well together. Four of the same teachers were to have worked together as a group. Many of these plans changed during the beginning of the 1987-1988 school year. This will be discussed in Chapter 5 .

The backgrounds of teachers vary. Each teacher brings his/her own value system and this can have an effect on the manner in which the students are perceived and treated. Of the five teachers assigned to the third grade, three live in the suburbs of Bergen County, New Jersey (an area with one of the highest per-capita incomes in the country) and two live in the vicinity of the school. The teachers who live within the school community have experienced or have at least observed first hand the social condition and problems that the children face daily. Perhaps these teachers can better understand the conditions of the environment. This is not to say however, that teachers living outside the community can not address or meet the needs of the children at school.

Cultural patterns of a workplace have an effect on management. According to Deal (1987: 8):

Culture has become a preoccupation of management because cultural patterns have been conceptually and empirically linked with performance, morale, turnover, image, and other important business concerns.

The writer arrived at Community Elementary School 73 in March of 1986 and found school conditions deplorable. Student performance was at an all time low. C.E.S. 73 ranked 618 out of 622 elementary schools in New York City. Ranking is based on the New York City standardized reading test which at that time, was the California

Achievement Test. School climate, related to staff morale was even worse. The writer was approached by just about every teacher with phrases such as (1) "I hope you can do something about the discipline in the school:", (2) "I am ashamed to say I work at "73", (3) "We have no supplies," (4) Security is terrible, anybody can just walk into the building," (5) "No one follows through with anything, particularly special education placements", and (6) "Programs are started and dropped; there is never any continuity of instructional programs." The tension and high level of frustration that existed throughout the building became more evident as the writer became more familiar with the school, and listened carefully to the concerns of the staff. Teacher burn-out was the unwritten word. If any progress was to be made, the writer, as educational leader, had the responsibility to address the needs and concerns of the staff. These problems became the topic for the writer's second practicum. The leadership style of the writer and the full cooperation of the Acting Interim Principal assigned to C.E.S. 73 in September of 1986 (the principal was on a health sabbatical) made it possible to tremendously improve staff morale and school climate.

The leadership style of the writer is one of listener, observer and doer. The action the writer takes is based on the stated and observed needs of the staff, students, parents and community. The writer believes that in order to achieve the goals and objectives of the school, participants must be involved in the setting of goals and must be committed to achieving them. The writer has involved the

staff in the solving of school problems. Staff members have seen the implementation of their suggestions, and as a result, ownership has become apparent and motivation and staff willingness to participate has become greater. The writer has demonstrated to the staff that positive change can take place.

In accordance with the writer's leadership style, the writer met with the third grade teachers during the spring of 1987 to explain the proposed practicum. Teachers seemed pleased with the idea of being given a monthly reading plan. The components of the plan were discussed and the writer welcomed suggestions. The writer believes that the success of the program could be affected by the willingness or unwillingness of the staff to participate. Therefore, staff input is extremely important and an integral part of the writer's leadership style.

The writer encourages and recognizes teacher excellence through letters of commendation and verbal praise. To encourage positive implementation, the writer carefully monitored the program and praised both teachers and students for their commendable performance. Teachers know that they have participated in a special project and perhaps the Hawthorne Effect must be considered. Through daily informal classroom visits, monthly grade conferences, meetings with the grade leader and individual conferences, the writer communicated with teachers often. This had a positive impact on the results of the program. The writer addressed any individual concerns that teachers had and took swift and immediate action. This helped

minimize any negative effects that might have occurred and had a positive effect on both staff and student morale.

Alternative Strategies

The Language Experience Approach, Individualized Reading and Computer Assisted Instruction are alternative and promising strategies for the problem resolution of increasing reading achievement at Community Elementary School 73. To increase reading achievement at C.E.S. 73, the writer advocated a totally structured and comprehensive monthly reading plan.

The Language Experience Approach (Van Allen, 1963) uses the students' individual experiences to develop reading and writing skills. In learning to read, it is important to develop good listening, speaking, reading and writing skills. This is particularly so in the use of the Language Experience Approach (LEA). Teachers and students often use this approach to summarize an activity, report, or an interesting event. While teachers will be encouraged to use this strategy from time to time, it will not be an integral part of the proposed monthly plan. While the program has many strengths (as discussed in the search of the literature) the weaknesses can not be ignored. One of the weaknesses of the Language Experience Approach to reading instruction is the lack of a controlled vocabulary and a specific structure. This is particularly important in the context of Community Elementary School 73 school's setting, where structure and discipline are very much needed. As one examines the spring 1987 second grade reading scores, the need for a

structured and comprehensive developmental reading program becomes evident. Only 17.2 percent of the students entering the third grade in September of 1987 were reading at or above the 50th percentile.

Another reading strategy that has merit and has been successful over the years with students that could work independently is the Individualized Reading Program (Olson, 1952). In selecting and seeking books appropriate to an individual's interest and reading level, students work at their own pace. It would be extremely difficult to implement this strategy at the present time as the majority of students are not able to work independently. The 1987 spring reading scores substantiate that fact. Students have to be carefully monitored at all times. Discipline problems, a minimum of three serious problems in each of the 1987-1988 third grade classes, dictated the need for direct eye-to-eye contact with students. This kind of constant monitoring makes it very difficult to implement an Individualized Reading Program.

Computer Assisted Instruction (CAI) has been used to teach, reteach, and reinforce reading and writing skills. Like any other methodology, CAI has both positive and negative aspects. Computers do not become angry or bored and serve as an excellent tool for students who need continuous review and reinforcement. Much of the reading software is both motivating and stimulating and the programs contain self-correcting components. Students work at their own pace to improve individual reading skills.

It would have been difficult to implement a computer reading laboratory at Community Elementary School 73 during the 1987-1988 school year because there were only three computers in the school. The writer gave the Chapter 1 reading teacher one of the Apple IIe computers to use for reinforcing and enhancing reading and writing skills. It should be noted however, that Chapter 1 reading instruction is not contingent upon the use of the computer.

The implementation of the Language Experience Approach, the Individualized Reading Program and Computer Assisted Instruction are the three alternative strategies to the problem resolution of improving reading achievement at Community Elementary School 73. Each strategy offers a way to provide reading instruction. Although it is possible to implement these strategies in the targeted classes, the writer believes that the results derived from these strategies would not be as great as the strategies proposed.

Selected Strategies

To improve reading achievement at C.E.S. 73, the writer emphasized several major strategies which had a cumulative affect on the reading achievement of third grade children. The writer stressed the importance of introducing vocabulary in context. Teachers were expected to develop specific exercises to reinforce vocabulary in a meaningful way. Vocabulary strategies such as Semantic Feature Analysis, a strategy that identifies the attributes of particular words as advocated by Pearson and Johnson (1978), and

Beck's (1982) five day cycle were used. Beck suggested cycling words in a five day sequence. Each day the teacher provides a specific activity to reinforce given words.

There is a direct relationship between experiential background and reading comprehension. Therefore, it is necessary to provide as many meaningful experiences to students as possible. Teachers were encouraged to go on trips, and provide hands-on activities. Comprehension, as Pearson and Johnson (1978) state, is building bridges between the new and the known. The more that is known, the easier it is to introduce new concepts. Building prior knowledge makes learning easier and more meaningful.

In addition to the content area strategies discussed such as the SQ3R, PRR and Search, the writer encouraged teachers to use: Herber's (1970) Instructional Framework strategy, Study Guides and the Herringbone Technique. In the Instructional Framework Strategy, the teacher must first prepare the student for the reading. Second, the teacher must guide them through the text by developing skills (the process) and concepts (the product) and thirdly, provide independent activities which involve the application of skills and concepts. In developing a study guide for students having difficulty with the readability of a given text, the teacher must decide on what content is important. The teacher focuses in on a particular concept by asking a question and assisting the student by giving the page and paragraph of the answer. The Herringbone technique is a

type of outline, which identifies the important concepts, facts and details in a text.

The use and understanding of story grammars can improve reading comprehension. Story grammar refers to the basic rules regarding the structural components of a story. The structure of a story includes the: settings, initiating events, attempts, responses, reactions, outcomes, themes, plots and goals of characters. The writer showed teachers how to effectively integrate story grammar strategies into their narrative reading lessons.

The reading plan included the effective use of *Insights*, the *Ginn Reading Series* and *Teaching Writing: A Developmental Systematic Approach*. These three strategies were incorporated into the monthly plan.

Insights (1987) formerly known as *Chicago Mastery Learning* consists basically of three student workbooks (1) Comprehension, (2) Word Attack and (3) Study Skills. For the purposes of this practicum, only the comprehension student workbook and the comprehensive teacher's manual was to be used. The teacher directed skill lessons were taken from *Insights*. The teacher's guide to *Insights* provides excellent strategies for teaching reading skills (i.e. main idea, details, sequence etc.). This text was particularly good for the new and inexperienced teacher. Since there were five teachers assigned to the grade who never taught third grade before, three of whom were first year teachers, this type of a prescriptive skill lesson assured the teaching of the most important elements.

This was the reason for the selection of this series. *Insights* is designed in the format of mastery learning. However, it must be noted that for this practicum, emphasis was not placed on the mastery learning concept. The writer coordinated and integrated the skill of the week, as presented in *Insights*, with the basal reader, and incorporated it, where possible, into the weekly plan.

The *Ginn Basal Reading Series* provides a comprehensive developmental reading program for students at Community Elementary School 73. The *Ginn* reader organizes stories around a given theme. Reading skills are taught in a clearly defined and systematic way introducing, practicing, and reinforcing new concepts. Provisions in the text are made for extended activities in the areas of language, literature, and creative arts. The *Ginn Reading Program* provides an instructional plan that includes lesson organizers, teaching strategies, practice exercises, extended activities, testing materials and review activities.

To reinforce the reading/writing connection and develop students writing skills, *Teaching Writing: A Developmental, Systematic Approach* was used. This methodology provides specific writing strategies which helps develop the writing competencies of students. Strategies are provided for such skills as slotting, sentence synthesis, sentence expansion, framed paragraph and paragraph expansion. Students were encouraged to write daily and teachers were asked to integrate the mandated writing strategies in all curriculum areas.

Chapter 5

IMPLEMENTATION DESIGN

Coordination, Organization and Implementation of the Activities to Improve Third Grade Reading Scores

During the early part of January 1987, the writer conferred with the principal and presented the proposal for this practicum. The principal approved it. At that time, the writer suggested the purchase of *Insights*, a comprehension workbook based on the concept of mastery learning to supplement the Ginn Basal Reading Series. The purchase of this material was dependent on the availability of funds. Although funds were low, in April of 1987 the principal approved the purchase of 135 copies of the comprehension workbook.

During the month of May 1987, the writer approached each third grade teacher to discuss the practicum project. The writer wanted to see how receptive the teachers would be to following a prescribed weekly plan. The teachers seemed to like the idea. At the May, Third Grade Conference, the writer met with the group as a whole to further explain the project. The writer discussed the format of the plan and its several components. Input from staff was encouraged. The writer explained that a phonic element and comprehension skill of the week would be identified as well as a cloze and writing strategy. Content area vocabulary and a read aloud component were also to be included. The writer showed the teachers the sample copy

of the Comprehension Workbook *Insights* (formerly known as Chicago Mastery Learning Program) which third grade teachers were going to receive as a supplement to their reading series, and explained how the skills in *Insights* were to be correlated to the comprehension skill in the Ginn Basal Reader. The writer also shared with the group the Teacher's Manual: *Teaching Writing, A Developmental, Systematic Approach*. This program was implemented on the fifth grade as the writer's Introductory Practicum in 1986. The writer demonstrated a few strategies and showed how the strategies could be integrated across the curriculum. The writer discussed the reading/writing connection and stressed the importance of having students write daily. The merits of the read aloud component were also discussed and teachers were told that they would receive a list of suggested read aloud books. However, teachers would have the opportunity to select their own books. The writer talked about the need to expose children to as much content area material as possible, and intended to include five related content area words in the weekly plan. The purpose for this was to prepare students for the Degrees of Reading Power Test, a content area based test. The writer stressed the importance of developing the topic related to the words by reading and writing about them.

Also in May, the writer spoke with the Director of Early Childhood to discuss the possibility of changing the present funded early childhood structure at Community Elementary School 73 from two funded out of the class reading specialists with six

paraprofessionals, to one funded out of the classroom reading specialist with three paraprofessionals, and one self-contained third grade funded class. The funded self-contained class is capped at eighteen and taught by an experience teacher. A full time paraprofessional is provided. Students selected for this class must meet federal guidelines. Guidelines dictate a standardized Normal Curve Equivalent (NCE) score of 34 and below, retention in one of more grades, or maintenance. The Office of Educational Research and Improvement (1986: E-1) discusses the The Normal Curve Equivalent in the following way:

Since averages across students' scores are generally needed for program evaluations, an alternative to percentiles called the Normal Curve Equivalent (NCE) was developed. With NCEs, the students' scores could be averaged (permitting large scale evaluation), they could be converted easily from percentiles to NCEs and back (permitting simplified reporting), and they used a 100 point scale with an average of 50 (permitting an easier grasp of the "meaning" of the scale). The NCE [an equal interval scale] is mandated for use under Chapter 1.

A maintenance student is one who has previously met the criteria and participated in a funded program, improved and is now being serviced so that achievement is maintained. One of the advantages in having the self-contained structure is that it reduces the registers in each of the other third grade classes. Another advantage is that students in the funded self-contained class are not subject to the same materials that they failed with. The program purchases new materials that meet students' individual needs.

On Friday, June 12, 1987, the writer met with all second grade teachers to discuss the Ginn Management System (Appendix C: 167). The writer wanted the teachers to administer the basal reader unit test to each child at his/her appropriate level. The print-out on each students' progress would be placed in the cumulative record folder for the third grade teachers to assess. Second grade teachers were shown how to have their students complete the Ginn Computer Answer Cards. These cards would be fed into the Chatsworth Card Reader and generate a diagnostic prescriptive print-out summarizing each students' progress. In September, the third grade teachers would have access to eight reports. The first report indicated each pupil's score based on the number of questions answered correctly. The second report provided grouping information for those students who fell below the passing score. The report suggested additional Booster and Studybook activities to reinforce the identified areas of weakness. The third report indicated Booster and Studybook supplementary materials for individual students. The fourth report provided a group or class summary sheet on unit, level or mid level tests. The fifth report showed the status of all students in the class. It indicated the level of text, the tests taken and the dates administered. The sixth report is a pacing map indicating by group, what tests have been taken and the dates. The seventh report indicated all the tests results for each individual student. It is a cumulative record of performance. This report is particularly significant to the third grade teachers. Teachers

looked at this report, to see the objectives tested and note the areas that needed to be reviewed. The eighth report provided information on a student's most recent test score.

In June 1987, all schools in the district were given tentative class and position allocations for the 1987-1988 school year. These allocations were adjusted in August just before the start of school and at the end of October with the equalization of class registers. The June class allocation was based on the number of students registered at that time, and the anticipated number of kindergarten registrations. Funded positions were tentatively based on the 1986-1987 allocations, but changed in August, when new funded programs were announced and positions were allocated according to the fiscal budget which was released July 1, 1987.

Community Elementary School 73 was allotted 36 classroom teaching positions in June of 1987. At that point, there were thirteen teacher vacancies. Four of those vacancies were on the third grade. Assigned to one of the third grade classes was a very weak teacher, but a teacher with many years of seniority. The writer convinced the teacher to take a second grade class. The writer also persuaded an experienced second grade teacher to take one of the third grade classes. It was the writer's intent, if possible, to assign the most experienced teachers to third grade classes. The vacancies created a problem. This will be discussed under side effects in Chapter Six. As was discussed in Chapter 2, the third grade is the New York State Pupil Evaluation Program Grade. Students are given the state

Pupil Evaluation Program Tests (PEP Tests) in reading and mathematics. These tests determine the school's ranking in the state, and its place on the Comprehensive Assessment Report. The Comprehensive Assessment Report identifies those schools that have to develop a school improvement plan mandated by the Commissioner of New York State Education Department and the Chancellor of the New York City Board of Education. For this reason, much pressure is put on schools to improve reading achievement in the third grade.

Since no decision about the funded third grade class could be made at the school level until the fall, the reorganization of third grade classes were based on the original allocation of seven classes. Decisions relating to funded programs were made at the district level during the summer, and adjustments in allocations were made when school opened in September.

The writer is the curriculum specialist for the districts' summer school program, one of the largest programs in all of New York City, and during the summer is assigned to the district office. During the first week in August, the Director of Early Childhood requested to speak to the writer. The Director mentioned that the principal never submitted the spring needs assessment which identified the types of funded structures that were to be requested, therefore the structure of the self-contained class that the writer suggested would be granted. As a result, there would now be eight classes on the third grade. Chapter 1 guidelines for the self-contained funded class mandated the formation of a pair class of

approximately eighteen children meeting similar needs but paid for by tax levy funds. This meant that six of the eight classes could have a register of twenty-five students and the two pair classes registers of eighteen students.

Supervisors reported to work on September 2, 1987, staff on September 9, and students September 14, 1987. On September 9, the writer met with the third grade teachers to form the self-contained funded class and make adjustments across the grade to comply with federal guidelines. In addition, students who were retained in June, placed in third grade classes but passed the reading test as a result of going to summer school, now had to be placed in the fourth grade. Knowing in June that there was a possibility of forming a funded self contained class, teachers identified students who would best benefit from this type of a setting. The funded reading specialists also were consulted and had direct input into the decision-making process. The class was now formed.

On Friday, September 11, 1987, the writer met with the third grade teachers to explain the practicum, its purpose, goals and objectives. Five out of the eight teachers were new to the third grade and four were first year teachers. The writer emphasized the fact that the third grade was the PEP grade and that the achievement in reading and mathematics would be scrutinized by the state. It was for this reason that the writer targeted the third grade for improvement in reading. Past performance of second grade children in the spring of 1986 and 1987 indicated that the majority of students

entering third grade could not read at or above grade level. In 1986, 7.6 percent of third grade students could read at or above grade level as indicated by the 1986 Spring Metropolitan Achievement Test. In 1987, 18.6 percent of the students entering third grade could read at or above grade level as indicated by the 1987 Spring Metropolitan Achievement Test. It was therefore necessary to develop a comprehensive and integrated approach to the teaching of reading. The writer distributed lesson plan guides which dated from the week of September 14, 1988 to November 23, 1987 (Appendix E: 212). The writer discussed the vocabulary words for the week of September 14, 1987 which centered around the theme of the Constitution. Teachers were told that these words did not have to be memorized but discussed. Strategies such as semantic mapping could be employed. A read aloud theme could be another type of activity.

The writer discussed the decoding component and demonstrated how it was tied into the basal reading series. The writer, where possible, integrated the teacher directed skills comprehension lesson in *Insights* with the Basal Reader. The manner in which the skill was introduced in *Insights* was more comprehensive than the basal reader. The text was also scripted. It told the teacher exactly what to say. This was extremely helpful to the four first year teachers assigned to the grade. The writer introduced the teachers to the *Insights* series and showed them how to use the material. As was stated, the writer only had enough money to order 135 copies of the grade three student comprehension workbooks. The

writer was able to obtain additional copies of the third grade text plus a grade set of second grade comprehension and word attack workbooks at no cost to the school. As curriculum specialist for the summer school program, *Insights* was ordered. Some of the books that were not used during the summer were given to Community Elementary School 73. The lower level second grade comprehension workbooks gave the teachers additional material for students finding the third grade workbook too difficult. The second grade word attack books complemented some of the the decoding skills in the basal reader. The level of the texts are color coded by grade. Third grade texts are orange and the second grade texts are green.

Teachers were also given the School District Nine Cloze Strategy handbook and were shown how to use it. A cloze workshop for new teachers was planned. Only three of the eight teachers were familiar with the cloze procedure and strategies for implementation. The teachers also received the Manual: *Teaching Writing: A Developmental Systematic Approach*. Weekly writing strategies were identified and sample worksheets from the student books were distributed. Unable to afford the student writing workbooks, the writer purchased the last of the spirit master student worksheets, levels A, B and C, and gave the copies to the grade leader. These worksheets were to be shared with all the third grade teachers. The read aloud component was discussed, and teachers received a listing of suggested read aloud books (Appendix F: 271).

After explaining the reading guides and the expectations of the practicum, the writer distributed various materials and several Informal Reading Inventories. The purpose of these tests were to give the teacher a quick assessment of a student's reading skills and additional information for placement and grouping. The tests included a district-made reading skills inventory, the San Diego Quick Assessment Test, the Queens College Word List, and the Roswell-Chall Diagnostic Reading Test of Word Analysis Skills (Appendix D: 175). Teachers were asked to administer these tests and make initial placements based on the results. The writer assigned the funded third grade reading specialist and staff developer to assist the new teachers with the administration of these tests and the interpretation of the data. The Ginn Diagnostic Print-out was also used.

During the month of September, the writer assisted teachers with the use of the weekly guides and the implementation of the materials. The writer conferenced with all third grade teachers to assure understanding of the program and to address individual concerns. The writer worked closely with the new teachers, the funded reading teacher, and staff developer.

In the beginning of the school year, the writer was told that the district was considering, for third grade classes only, the full implementation of the PRI Reading Systems Program, a criterion-referenced approach to the teaching of reading. This program involves comprehensive diagnostic testing, and provides each teacher

with a print-out identifying individual mastery or non mastery of reading objectives, a class grouping report and class summary sheet. If the system was adopted, PRI Reading Systems Kits would have been purchased for each class. These kits were to be used in conjunction with the print-out to teach, reteach, and review objectives that students did not master. Students in grades two, four, five, six, seven and eight were to take the Metropolitan Achievement Test (MAT) and receive the MAT diagnostic print-out. No supplementary materials for these grades were to be provided. Before a decision was reached regarding the full implementation of the PRI Reading Systems program for third grade, the district's director of reading gave the writer one Level B and one Level C kit. These kits were able to be used independently, so the writer used specific files to supplement identified skills in the weekly guide.

On September 30, 1987, the writer held the first official grade conference of the school year. According to The New York City United Federation of Teachers' Contract, the administration is entitled to conduct only one mandated meeting during a teacher's preparation period per month. While certain administrative matters that the principal wanted the writer to discuss were covered, the conference focused on the use of the PRI Reading Systems Kit which contained files addressing specific reading objectives. These files were in the format of a specific lesson plan with an introductory lesson, background information, and suggested instructional activities for class, small group and individualized instruction. (Appendix G:

283). Third grade teachers were shown how to use the level B and C kits and could use them whenever needed. In addition, the writer duplicated ten files and distributed them. The files complemented the skills in the weekly guides. Additional instructional strategies involving doubling final consonants and consonant digraphs were also part of the packet (Appendix H: 327). The district made the decision to implement the PRI Reading Systems Program across the third grade and the test was administered over a few day period starting October 15, 1987. Print-outs were received in January of 1988. Third grade teachers were glad to receive both additional materials and diagnostic information. Since funds for instructional material were limited, any supplementary materials received were greatly appreciated. The writer and the teachers were disappointed in the fact that the turn-around time for the diagnostic information took so long.

During the last two weeks in September and first two weeks in October, several incidents occurred which caused a reorganization of classes and a change in personnel on the third grade. With the granting of the funded third grade class in September, there were eight third grade classes: classes 3-1 to 3-8. The 3-5 class was the bilingual class. Class 3-8 was funded under The Support and Provisioning for Early Childhood Skills Program (SPECS), and class 3-7 it's tax levy counterpart. On September 23, 1987, the Director of Early Childhood sent the Program Manager for the SPECS program to review the target population for the 3-8 class (the target

population refers to those students eligible for funded services). After an initial review and subsequent visits on October 1, 6, and 7, 1987, the Program Manager informed both the writer and the principal that the Director of Early Childhood did not like the choice of target population. Although all students met the criteria, the Director stated that there were to be no discipline problems in the class, and that the class had to be taught by an experienced teacher. This directive created several problems. The first problem involved staffing. In June of 1987 when class assignments were made, there were thirteen anticipated vacancies for the September opening. Four, as was discussed, were in the third grade. By choice and union contract, teachers submitted preference sheets with a choice of grade and position. Unfortunately, few experienced teachers selected the third grade. Secondly, experienced teachers have first choice to higher exponent classes. The funded class, while having certain advantages such as a smaller register, a paraprofessional, additional materials and other supportive services, traditionally has the most difficult students, some of whom are discipline problems. The principal and the Director of Early Childhood often differed in their viewpoints causing dissention and controversy. This incident added fuel to the fire. When the district office assigned staff to the school in September, the principal placed the most experienced teacher in the funded class. This teacher, new to the New York City Public School System, reported for work on September 9, 1987, worked the three days before the children

arrived, and then the first full week of school. The teacher called on September 21, 1987 to report a death in the family and said would not report for work that week. The teacher did not return until October 6, 1987. The teacher never called and could not be reached at the number that was given. Substitutes were used to cover the class when available, and when no substitutes could be hired, the children were sent to other third grade classes. When the teacher returned on October 6, 1987 with a poor excuse, the principal and writer decided not to assign the teacher to the class and subsequently terminated the teacher's services. Instead, a new second grade teacher was hired to fill one of the second grade vacancies and the former SPECS funded teacher, who was temporarily assigned to that second grade class, was then able to cover the 3-8 class. The experienced SPECS teacher, now placed in the funded 3-8 class, was then offered a position in the district office by the Director of Early Childhood. The teacher accepted the position and covered the class for six days until a replacement was hired. The replacement was a teacher with some high school teaching experience in Barbados, but new to the New York Public School System and the elementary school. The teacher was in the process of working on a Master of Education with a major in Reading, and seemed to have potential.

To complicate matters, the Director of Early Childhood decided to withdraw the funding for the self-contained third grade class and with the citywide policy of equalization of kindergarten to third

grade registers at the end of September, directed the principal to disband one third grade class. The principal and the writer were extremely upset. Instead of trying to improve an already difficult situation, the Director of Early Childhood intensified the situation by withdrawing the funding for the class, offering the funded teacher a district office position, and disbanding a class on the grade. Since the 3-7 and 3-8 classes were paired under Chapter 1 criteria and made up of children that were either retained or had reading scores below the 34th Normal Curve Equivalent (NCE), the principal and writer decided to keep those classes intact and registers small. Registers were not to exceed 20. The writer and principal decided to disband the 3-6 class for a number of reasons. The class, covered by a new and inexperienced teacher, was difficult. The teacher was having trouble controlling the class and found it difficult to implement the classroom management strategies suggested by the staff developer and the writer. The principal asked the writer to redistribute the children. Parents of the students in class 3-6 were notified of the new class change effective October 13, 1987 (Appendix I: 333).

Several other staffing problems occurred simultaneously. A new teacher placed in the 3-4 class was also having difficulty. The teacher came from Nigeria and had a thick accent which the children found difficult to understand. In addition, the teacher's academic skills were limited. Work on the board, in plans, and on experience charts had numerous errors. The teacher rejected help from the staff

developer, and reading specialist and walked out on September 29, 1987. The replacement for the 3-4 class was an experienced first grade teacher who was on leave for personal business and had just returned. The teacher was not anxious to take a third grade assignment but had no choice. The writer conferred with the teacher and assured full support and cooperation in making the transition from one grade to another. The writer explained the practicum giving the teacher the lesson guides and a full set of materials. The curriculum guides and books were in the classroom.

One of the most experienced teachers on the grade and the grade leader was the teacher of the 3-5 bilingual class. This teacher, a master teacher, applied for one of the funded bilingual positions in the school. The funded position was granted on the basis of seniority and union contract. The principal replaced this teacher with a new teacher that had a very positive attitude, but extremely poor command of the English language. This appointment was effective October 1, 1987.

One other change in personnel occurred January 19, 1988 when the teacher of 3-7 left. The teacher of the 3-7 class was a first year teacher who appeared by observation both formal and informal by the writer and the principal to be doing an excellent job. The class, the pair class to the funded class, in the original organization, was small but difficult. There were only sixteen children on register. The teacher was given much support by the staff developer, reading specialist, the writer and the dean of students but the

pressure in terms of discipline became too stressful and the teacher left. Fortunately, the teacher was replaced by an excellent experienced teacher who had just relocated from Florida.

Except for the one staff change in January, the third grade personnel was basically in place by the middle of October. With staffing changes and a few class reorganizations, the first six weeks of the practicum got off to a difficult start. As new staff members arrived, the writer met individually with each of them. The writer tried to instill confidence in each of the teachers by explaining the curriculum, the practicum, expectations, and pledging full support from the administration, the funded reading specialist and the staff developer. The writer explained how to use the weekly guides, introduce the content area vocabulary, how to integrate writing across the curriculum, and discussed the introduction of the cloze process. The staff developer and reading specialist helped the teachers diagnose students' reading difficulties, assisted in grouping, and gave demonstration lessons. Through modelling, the reading specialist guided the new teachers through the five day developmental basal reading lesson, demonstrated how to introduce a teacher directed skills activity, and stayed with the teacher until readiness was evident. The staff developer stressed lesson planning and classroom management strategies.

The third grade conference for the month of October was held on October 21, 1987 (Appendix J: 334). The writer conducted a workshop on the Cloze Procedure and stressed the need to prepare students for

the New York City Standardized Degrees of Reading Power Test (DRP). Since four of the seven teachers on the grade had no experience with the Cloze Procedure or School District Nine's Cloze Strategy Handbook, the writer explained the procedure giving a comprehensive overview and several examples. The writer showed the staff how to use the handbook effectively and pointed out those pages with specific teaching strategies (Appendix K: 337). The writer worked through a passage with the teachers in the same manner that they were to work through a passage with the students. In addition, the writer showed the teachers how to develop their own cloze passages from content area material. The writer suggested that each teacher submit or develop one passage a week and share it with each other. Each class would have that many more practice passages to complete.

For the next few weeks, the writer visited every third grade class specifically to assist and observe teachers working through the cloze passages with their students. The writer directed the staff developer and reading specialist to do the same. Constructive criticism and suggestions were made where necessary. The writer suggested that teachers review the cloze strategy before working a passage, and stressed the importance of identifying the clue words that justify a correct response. The writer suggested that teachers discuss all student responses, and try to elicit from students the reason for their responses. Explanations regarding all responses were to be provided. The staff developer and reading specialists assisted teachers in the implementation of the writers' suggestions

and provided assistance through demonstration lessons. At this point, the writer directed teachers to provide a minimum of two cloze passages a week in addition to the strategy and related passages in the School District Nine Handbook.

The writer conducted another workshop for third grade teachers on October 28, 1987. Although teachers were only required to attend one conference on their preparation period per month and had attended the October 21, 1987 conference, all participated in this workshop. The writer discussed the use of the Rothstein materials and handed out two detailed writing resources: *Teaching the Writing Process* (Millett: 1986) and excerpts from the New York State Curriculum Guide to Composition K-12 (1986) (Appendix L: 343). Both resources complemented each other. Through informal visits and conferences with teachers, the writer noticed that teachers were having difficulty sequencing their daily writing activities. While weekly writing strategies were identified, teachers were asked to have students integrate the strategy into compositions. The writing process: pre-writing, writing a draft, revising, editing, sharing and publishing was to be used. The writer discussed how to sequence the writing lessons and directed the teacher's attention to pages 16-18 of the Millett (1986) publication. The Praise-Question-Suggest (PQS) strategy for conferencing was also discussed. The art of conferencing (discussing and asking students questions about their writing) is difficult at first, especially for inexperienced teachers of writing. There are definite conferencing and questioning

techniques, and like any other skill, it needs to be developed. The more practice and experience teachers have in working with the process the more adept and self-confident they become. From observation, it appeared to the writer that teachers were afraid of the process and had several concerns which were affecting the writing component. One concern was the day to day implementation of the process. Teachers found getting started difficult. The writer suggested strategies such as brainstorming and mapping. These strategies helped generate ideas and provided vocabulary for students having difficulty beginning the process. Once the draft was written, teachers had to learn how to conference by asking the type of questions that improved the writing. Learning to ask the right kinds of questions and moving quickly from student to student was difficult, and a skill that had to be practiced. Another concern involved working with students at different stages of the revision process. The writer suggested that on a given day, the student check the paper for capitalization, the next day punctuation, the following day subject verb agreement, spelling and so on. The writer encouraged teachers to take risks and experiment with the process. As teachers practiced the process, their confidence increased. These were concerns addressed at this conference. The writer stated on many occasions that grammar was not to be taught in isolation. Grammar lessons were to be based on identified errors emanating from the students' writing. Yet the writer continued to observe teachers assigning isolated skills from pages in the grammar books. The

writer directed the teachers' attention to page 21 of the New York State Composition Curriculum Guide where it states (Appendix L: 343).

For many years, researchers and teachers of writing have pointed out that there is little connection between the study of formal grammar in isolation ... and the improvement of composition skills. In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even a harmful effect on improvement in writing (Lloyd-Jones, Braddock, and Schoer cited in Hartwell, 1985).

The writer demonstrated how once grammatical errors were identified in compositions, grammar books could be used to teach and reinforce a particular skill. The writer stated emphatically that grammar was not to be taught in isolation and that it would be noted in both informal and formal observations.

The writer at the November 18, 1987 third grade conference workshop developed the concept of Semantic Mapping and explained and demonstrated how this strategy could be integrated into the teaching of a cloze passage. The writer showed how semantic mapping can help students understand new concepts and vocabulary by tapping prior knowledge and building bridges between the new and the old (Appendix M: 384). A map was developed using the word "computer" as an example.

The writer also discussed text coherence and how sentences are linked. Intra and intersentential relationships were discussed.

(Appendix M: 384). Intrasentential relationships occur within a sentence, while intersentential relationships occur between sentences. This is extremely important to understand when teaching strategies for the Degrees of Reading Power Test. In the Degrees of Reading Power Test, no clues for selecting a correct response occur in the sentence of the deletion. Clues are either located before or after the deletion. The writer stressed the fact that the teachers should make students identify clue words that support the deletion by underlining or circling them. The writer also discussed and reviewed *A Progressive Cloze Strategy* Riley, James (1986: 576) in which students used the bottom-up and top-down processes to integrate data and facilitate comprehension by using prior knowledge to make text meaningful (Appendix M: 384). The workshop closed with teachers completing a DRP passage from the New York State Third Grade Practice Test and the mapping of the passage (Appendix M: 384). Teachers were asked to make copies of their maps on charts and display them around the room. It was interesting to note in informal observations and daily class visits how students were able to internalize the mapping concept. The writer often heard children say in the beginning of a reading lesson and the introduction of new vocabulary, "Are we going to do some mapping today?"

On December 16, 1988, the writer conducted a third grade workshop on "Schema Theory" in general and "Story Schema/ Grammar" in particular. Keeping in mind the following definitions: schema, story schema, and story grammar, the writer gave teachers both the

background and strategies for improving reading comprehension through the use of story grammar. To clarify these terms in the context of this workshop, the writer provided the definitions which served as background for this concept. According to Rumelhart (1980: 5):

Schema is a data structure for representing our knowledge about all concepts: those underlying objects, structures, events, actions and sequences of actions.

"Story Schema" as used by Mandler and Johnson (1977: 111) "refers to an idealized internal representation of the parts." "Story grammar" refers to the basic rules regarding the structural components of the story. It includes the settings, initiating events, attempts, responses, reactions, outcomes and also the theme, plot and goals of the characters, Turetzky (1982).

The writer explained the structural components of a story and used as an example the Aesop Fable, *The Fox and the Grapes* (Appendix H: 395). The writer provided a description of categories included in a simple story (Stein, 1979), a story structure chart, a schematic representation of story structure for more complex stories, and number of schema general questions (Appendix H: 395). Teachers and students were to use these materials to identify the components of a story. The writer suggested that students learn more about each of the components by writing about them.

The January 20, 1988 third grade conference covered several curriculum and administrative matters, but the writer spent the majority of the time discussing the Prescriptive Reading Inventory

(Diagnostic Results) which had just arrived. The writer gave each teacher their class, individual and group print-outs (Appendix O: 401) and explained how best to use the data. The writer added to the lesson plan check-off sheet, the identification of the PRI objectives. The writer asked teachers to identify those skills which the majority of children did not master, and to incorporate them into the reading lesson. The writer suggested integrating the same skills across the curriculum. Teachers were also reminded to coordinate the Ginn diagnostic print-out with PRI print-out. Student notebooks and teacher marking books were going to be checked and teachers were asked to have the materials ready for review.

Although teacher observations both formal and informal are ongoing throughout the entire year, the months of December, January March and April were devoted to formal observations. Pre and post observation conferences were conducted with all teachers. While the writer observed the seven third grade teachers informally daily, formal observations were conducted during the times specified. In addition to the third grade teacher observations, the writer was responsible for the formal observations of seventeen other staff members. This process was extremely time consuming. District policy mandates that for tenured teachers, two formal observations be conducted by the assistant principal and at least one by the principal during the course of the school year. Four formal observations were to be conducted for probationary teachers. The

writer supervised eight probationary teachers, three of whom were on the third grade.

During the first week of February 1988, the writer learned that the principal was seriously being considered for the position of Deputy Superintendent of a neighboring district and that the writer would become the Interim Acting Principal. The principal's appointment was confirmed during the second week of February. At that time, notice was given to the superintendent, school board, and the writer that the principal's last day at the school would be February 22, 1988. At the faculty conference held Monday, February 22, the principal read a letter (Appendix P: 408) turning the school over to the writer. The writer found the first two weeks of the new assignment overwhelming since no provision was made for a transition. The principal had scheduled for the week of February 22, 1988 numerous conferences, assemblies and workshops. Many of these activities overlapped, and required the presence of the principal. The writer would have never approved such a schedule but had to follow it because classes were scheduled to perform at assemblies, guest speakers were invited to speak at parent workshops, and at the same time, grade conferences were scheduled. The writer, who as assistant principal was responsible for only the third, fourth, and fifth grade conferences, was now responsible for all them. The writer, with a staff of over one hundred, had very little administrative assistance. The Dean of Students, one of the most important positions in the school, created as a result of the

writer's second practicum, became the Interim Acting Assistant Principal. This created a vacancy that was crucial to maintenance of discipline and order in the school. The writer was informed that the Dean's position would not be filled. This meant that the Interim Acting Assistant Principal had to double up as both the Dean and Assistant Principal, both awesome tasks. The writer and the Interim Acting Assistant Principal were responsible for the work of three administrators. The writer, through the assistance of the school board liaison was successful in obtaining, a few weeks later, an administrative assistant. The administrative assistant's responsibilities were numerous but basically included the writing up of purchase orders, the distribution and inventory of all school texts, equipment and supplies, the maintenance of the school fund check book and impress funds, the allocation of textbook monies, central board audits, and supervisor of the uppergrade morning line-up area, and third lunch period.

During the month of February the writer met with the Ginn sales representative, and the school's funded reading specialists to discuss the ordering of Booster materials. These materials were used to reteach and reinforce skills that were identified as not being mastered on the Ginn diagnostic print-out. The Ginn sales representative also promised to arrange to have the consultant meet with the new teachers on staff, three of whom were on the third grade, but the commitment was never kept. The writer, funded reading specialist, and staff developer provided all the necessary training.

The writer conducted the third grade conference on February 24, 1988. The writer addressed administrative items that involved minor changes in school policy with specific emphasis on student achievement and time on task. The writer noticed that in some classes too much time was being wasted as students entered the classrooms, hung up their coats and organized their materials for the first activity. Teachers were mandated to have a "DO NOW" assignment on the board when students entered the room in the morning. The writer requested that third grade teachers provide either a reading or writing assignment. Teachers coming in late and not getting to their rooms before the start of the day, did not have the assignment posted. This caused children to waste approximately ten minutes of valuable instructional time daily. Over a weeks time, it amounted to 50 minutes, and over a 40 week school year, thirty three instructional hours. The writer suggested that for those teachers finding it difficult to post the "DO NOW" assignment in the morning, the assignment be posted on the board the day before. The writer also suggested for some that the "DO NOW" assignment be the Sustained Silent Reading (SSR) period. Students had to begin reading immediately after putting away their belongings. Setting up classroom management procedures for a quick transition into this first activity was extremely important and mandated. The quiet atmosphere created by the SSR activity set the tone for a positive learning environment. The writer discussed the merits of the SSR period and required that it be part of the daily program. The writer

also stated that children would have a SSR period during the lunch hour while waiting in the auditorium for teachers to return from lunch. Third grade teachers were asked to make sure that students brought a book with them to lunch. As a result of implementing the SSR period after lunch in the auditorium, the writer increased students reading time by one hour and fifteen minutes per week. According to *Becoming A Nation of Readers* (1985):

Children should spend more time in independent reading. Independent reading, whether in school or out of school, is associated with gains in reading achievement. By the time they are in third and fourth grade, children should read independently a minimum of two hours per week....

The writer believed this had a positive effect on the overall reading achievement of third grade students.

On February 23, 1988, the New York Times published the standardized reading scores and rankings of all elementary and junior high schools in the City of New York. A few days later, the writer had a serious talk with students in grades three, four, and five. The writer spoke first to the third and fifth grade students. These students ate lunch together and after leaving the lunchroom were assigned seats in the auditorium until the lunch period was over. In the auditorium, the writer discussed the New York Times article. The writer explained that C.E.S. 73 ranked twenty four out of twenty five elementary schools in the district and stated:

Boys and girls, I believe in you, and I believe you that can do better. You are no different than any other children in this district, and if we all work hard

we can become Number One.

The writer asked: "Do you believe that we can become "Number One". The students responded "yes". The writer then said: "I believe that over a period of time, maybe not this year, but in a few years we can be Number One in the district". The writer told the children that the school's new motto would be "Striving to be Number One". The writer discussed a poster campaign and asked every student to submit a poster which illustrated the motto "Striving to be Number One". Posters were to emphasize the improvement of reading scores. A variety of excellent posters were submitted and displayed throughout the building. The writer explained that the sustained silent reading program, which was just implemented, would help to improve students' reading comprehension, help to improve students' scores, and help to make the school Number One. The writer constantly interacted with students and stressed the fact that improvement was not only expected but that it could be achieved. The writer tried to instill pride in the students and pride in the school.

One third of the allocated text book order was due the end of February. The writer had acquired many sample materials so that when books were purchased, one was not looking at catalogues. Unfortunately, the only instructional reading materials that teachers had in their rooms were the basal reader and its accompanying skillpack. Third grade teachers, as a result of this practicum, were the only teachers in the school with a supplementary

reading text; that text was *Insights*. One of the writer's goals, as Interim Acting Principal, was to increase in all grades supplementary instructional reading material. The writer arranged to have a grade leaders conference at which time grade leaders were able to review what the writer believed to be excellent supplementary instructional reading material. Some titles included: *Real Stories*, *Comprehension Plus*, *Phonics Books*, *Thinking About Reading*, *Insights*, *New Practice Readers*, *Competency in Cloze*, *Scoring High in Cloze*, and some literature series. Grade leaders were asked to show the material to their colleagues and recommend materials for purchase. Third grade teachers selected *Comprehension Plus* and the *Random House Literature* series. Cloze materials were ordered for all grades. Teachers liked the idea of participating in the selection process. The limited funds prevented the writer from purchasing all the titles. In fact, only two or three class sets per grade of those titles selected were purchased. Teachers were to share the books. It was the writer's intent to provide at least two different supplementary texts per grade and each year the writer planned to increase the order so that eventually each teacher would have their own class sets.

Parent-teacher conferences were scheduled for the afternoon of March 1, and the evening of March 9, 1988. The writer, while visiting all classes, made it a special point to spend the majority of the time visiting the seven third grade classrooms and speaking to parents of third grade students. The writer emphasized the

importance of encouraging children to read at home, and for parents to read to their children. Parents were told that children received reading homework every night. The reading homework was not to be in the form of a work sheet, but a continuous text reading assignment. Class library, school library and public library books, as well as any other reading materials that teachers had available were used. The writer encouraged parents to ask the students questions about the homework, therefore making sure that the work was done.

Emphasis was placed on improving reading achievement throughout the school year. However, during the months of March and April, the pressure was on everybody: the administration, teachers, paraprofessionals and students to prepare for the New York City Standardized Reading Tests. A series of school-wide practice tests in reading and mathematics were scheduled during this time. Tests were prepared by the writer, staff developer and the reading specialists. The New York State Department of Education provides a PEP practice test in reading and mathematics for third grade students. The reading section of this test consists of one passage which was included as part of the third grade school-wide practice tests. These practice tests played an important role in simulating test-like conditions, and heightened students awareness as to the importance of the test. Student promotion is based on the results of the New York City Standardized Reading Test.

Although teachers had been scheduling trips to the public library all year, the staff developer in cooperation with librarian

at the High Bridge Public Library, scheduled twenty-one dates for classes to visit the library. These visits were to begin in March and the writer made sure that all third grade classes were scheduled for at least one visit. Follow-up class visits and appointments were scheduled individually. Along with the scheduled visits, the staff developer prepared a packet of suggested book report forms, and certificates that teachers used as incentives to encourage children to read (Appendix Q: 409). This idea grew out of one of the School Improvement Curriculum Committee meetings. The writer asked teachers to prepare a bulletin board with the names of the books that each child read. In one third grade class, students made a caterpillar, each segment having the student's name, the name of the author and the title of the book on it. In another class, the teacher made a clothes line with hanging tee shirts. Written on each shirt was the book title, the author and student's name. Other classes had kites and shields. As the writer visited each third grade class, the writer asked students questions about the books they were reading. The writer asked students to read a part of the book that was liked best, to describe one of the characters, or to tell about a sequence of events in the story. Keeping in mind the story grammar lessons that were taught, the writer asked questions that pertained to the structure of the story: setting, initiating actions, attempts, consequences and reactions. Students looked forward to sharing their stories with the writer and often volunteered as the writer entered the room.

The third grade conference was held on March 30, 1988. The writer asked the third grade SPECS reading teacher to prepare a workshop on predictable stories. Predictable print books help poor readers through repetition and the strong phonic patterns. Predictable books also provide a great motivation for writing class and individual stories. The SPECS teacher presented a five day predictable developmental lesson plan (Appendix R: 416). Third grade teachers were expected to develop class books with students, particularly in those classes where students were having difficulty reading the regularly graded material. Individual students were encouraged to write their own stories. In addition, the writer discussed the scheduled public library visits and emphasized the importance of doing a minimum of two cloze activity sheets with the students daily; one lesson was to be teacher directed. The writer reminded teachers to include the name of the Read-Aloud story in the lesson plan and to make sure that students had a continuous text reading homework assignment every night.

During the month of March, the writer set the wheels in motion for the return of the second funded SPECS position which was lost when the Director of Early Childhood cancelled the funding for the self-contained third grade class. Even though the funding for the class was not provided, the school was still entitled to a second SPECS reading specialist. Positions were allocated on the basis of the number of eligible students. The SPECS reading program serviced students in grades one to three, and there were more than enough

students eligible for the two reading specialists. The Director of Early Childhood retired in February, and the person now responsible for allocation of the position was the Director of Chapter 1 Programs, the writer's former supervisor. While there was talk of a modification in the funded programs to reduce the school's status to the one position, the modification had not gone through and the Director of Chapter 1 approved the reinstatement of the position. Since there were no experienced reading teachers available, and the writer did not want to remove any teacher from the classroom, the writer, with money from the school fund, advertised the position in one of the suburban papers. Several people applied and one was subsequently hired. Prior to the arrival of the second SPECS teacher, the first one was responsible for servicing ten classes and overseeing the work of six paraprofessionals. The writer directed the SPECS teacher to concentrate on the three new third grade teachers as well as the three new teachers on the first and second grades. As a result of the additional position, all teachers and classes eligible for remedial reading services were now able to get full service. The senior SPECS teacher continued to work with the third grade teachers and students and was able to give them more time.

The Easter vacation made April a short month. Every day the writer spoke to teachers and students about the reading test. The writer made daily visits to every classroom, and talked to the children about their responsibility to work hard, improve their

reading skills and read at home. While visiting third grade classes, the writer made it a point to review students' notebooks, work and writing folders. The writer noted experience charts that reflected semantic maps and story grammar charts and praised students' work displayed on the bulletin boards.

The writer sent an April Newsletter to parents notifying them of the up-coming standardized test dates and stressed the importance of good attendance during this period. Practice tests were also scheduled. At the April third grade conference, test taking skills and strategies were discussed. The writer reminded the teachers that the Degrees of Reading Power Test was untimed, therefore, students should not be pressured to complete passages within a given time frame. The writer discussed the cloze strategy procedure, following directions, the practice of recording answers on grids, selecting the best answer, and taking risks (guessing). Teachers were asked to analyze the types of errors that students most frequently made on the practice tests, and work to remediate those errors. Students in grades three through five took the Degrees of Reading Power Test on May 3, 1988.

From September through May, the writer provided a reading lesson guide for third grade teachers (Appendix E: 212). These guides served several purposes. It kept teachers on target, it paced the instruction, it outlined and covered all skills suggested in the communication arts curriculum, stressed content area vocabulary and the integration of reading skills across the curriculum. The use of

Teaching Writing: A Developmental Systematic Approach, which was included in the guide was another very important component. The guide specified the teaching of particular writing strategies throughout the year. The writer selected a variety of students' writings at various levels for inclusion into the paper (Appendix S: 419). The writer prepared the guides throughout the year at approximately a two to three month interval. It was interesting to note that a week before new guides were distributed, teachers came asking for them. Teachers found the guides extremely helpful..

The success of this practicum was the result of the implementation of several components. Each component played a major role in improving the reading achievement of third grade students. The comprehensive weekly guide assured the coverage and continuity of specific skills and helped pace instruction. The workshops served to stimulate and motivate teachers in the implementation of new ideas and teaching strategies. Staff development provided by the school-based staff developer, the SPECS funded reading specialist and writer, gave the third grade teachers the instructional and psychological support needed for the success of the program. Formal and informal visits and observations provided feedback for the improvement of instruction through individual conferences and daily conversations. The unit diagnostic and prescriptive print-outs provided by the *Ginn Management System*, and the comprehensive print-out provided by the *PRI Reading System* helped to identify students' strengths and weaknesses. This information allowed

teachers to make on-going assessments of student achievement and assisted in monitoring effective instructional planning. The purchase of *Insights* and the *PRI Systems Kit* provided additional supplementary reading material for third grade students. Requiring sustained silent reading both in the classroom and the lunch period increased students' reading time and contributed to better achievement. The implementation of all these components improved reading achievement 24.1 percent from a Spring 1987 second grade score of 17.2 percent reading at or above grade level, to a Spring 1988 third grade score of 41.3 percent reading at or above grade level.

Chapter 6

EVALUATION

There was a definite need to improve reading scores in general, and the reading scores of third grade students in particular at Community Elementary School 73 during the 1987-1988 school year. Only 17.2 percent of the third grade students that entered school in September of 1987 were reading at or above grade level as determined by the Spring 1987 Metropolitan Achievement Test in Reading. The Metropolitan Achievement Test was the New York City Standardized Reading Test for second grade children. Since The New York State Department of Education has designated the third grade as the Pupil Evaluation Program (PEP) grade, and school ratings and rankings are determined by the achievement of students in that grade, it was incumbent upon the administration to develop a program that would upgrade academic achievement in the third grade. Since reading scores play such a significant role in determining a school's status, the need to improve reading scores has become the writer's number one priority. Each objective in this practicum was designed to assist third grade teachers improve reading instruction and achievement across the grade.

When third grade classes were formulated in the spring of 1987, students were grouped homogenously. There were seven classes: 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, and 3-7. When the writer was informed that the school was given a third grade funded self-contained class, a

3-8 class was formed. Students placed in classes 3-1 and 3-2 generally had higher reading scores than the other students on the grade, although half of the students in the 3-2 class had scores below the 50th percentile. Almost all the students placed in the rest of the third grade classes scored below the 50th percentile in reading. As was discussed in Chapter 5, the 3-6 class was disbanded in the beginning of October and the self-contained 3-8 class which was to be funded was not. These factors played a significant role in the overall achievement of third grade students during the 1987-1988 school year.

The development of the comprehensive weekly reading guides, informal and formal observations, the purchase of *Insights*, a supplementary skills based workbook and the PRI Reading System Program, monthly workshops, staff development, the emphasis on teaching cloze strategies, the *Implementation of Teaching Writing: A Developmental Systematic Approach*, the required sustained silent reading and the implementation of the Ginn Management System together helped to produce successful results.

The first objective of this practicum stated:

As a result of developing and providing a comprehensive monthly reading plan during the period September 1987 to May 1988, the percentage of third grade students reading at or above grade level will increase by 5 percent over the Spring 1987 (17.2 percent of the second grade students in the spring of 1987 read at or above the 50 percentile) standardized reading score as measured by the New York City and State Standardized Degrees of Reading Power Test.

This objective was achieved. In the Spring of 1987, 17.2 percent of the students in grade two scored at or above grade level, in the Spring of 1988, 41.3 percent of the students scored at or above grade level. That is a gain of 24.1 percent (Table 10).

Table 10

Comparison of New York City Standardized Reading Scores 1987-1988
Second Grade Spring Score 1987 To Third Grade Spring Score 1988
C.E.S. 73

Grade	Test	Year	Students at or Above the 50 percentile	Growth
Grade 2	MAT	Spring 1987	17.2%	
Grade 3	DAP	Spring 1988	41.3%	+24.1%

In analyzing the distribution of national percentile scores in terms of the number of students that scored below and above grade level, it becomes evident that far more students scored above the 50th percentile in the third grade as compared to their second grade scores (Table 11: 124).

Table 11

Distribution of National Percentile Scores Comparing the Number of
Students Scoring Below and Above the 50th Percentile From
Second to Third Grade Spring 1987 to Spring 1988
C.E.S. 73

Distribution of National Percentile Scores											
				Below Grade Level				Above Grade Level			
				(1-25)		(26-49)		(50-75)		(76-90+)	
Grade	Year	Test	#Tested	Num	%	Num	%	Num	%	Num	%
2	1987	MAT	148	93	59.2%	28	17.7%	21	13.4%	6	3.8%
3	1988	DRP	142	39	26.0%	41	27.3%	46	30.7%	16	10.7%

Ninety three students in second grade as compared to 23 students in the third grade scored within the first quartile. Forty-six students in the second grade as compared to 21 students in the third grade scored within the third quartile. Basically the same group of students did better in the third grade than in second grade. It is reasonable to assume that the practicum intervention had a positive effect on student achievement.

A further look at the 1988 third grade Degrees of Reading Power Test (Table 12: 125) indicates a grade mean score and the Degrees of Reading Power Reading Levels. The mean score represents a grade average score. Reading levels are described in terms of independent, instructional and frustration levels. Teachers can determine from the scores, the level at which a student can read independently (by

themselves), instructionally (some degree of instruction necessary) or the frustration level, the level at which a student can not function without assistance.

Table 12
Degrees of Reading Power Test 1968
Grade Three Mean Score Summary
and DRP Levels
C.E.S. 73

Grade	#Tested	Mean Raw Score	DRP Levels Corresponding to Mean Raw Score					NP	NCE
			Independent	Instructional			Frustration		
				Lo	Mid	Hi			
3	142	26	20	28	31	34	42	44	47

* DRP levels , NP, and NCE Correspond to the Mean Raw Score Based on Tested Students Only, Rounded to the Nearest Whole Number

There are three instructional scores for students. The low score indicates the kind of material students can use with occasional assistance, the medium level indicates the need for frequent assistance and the high score indicates the need for constant supervision. The NP stands for the National Percentile. According to a pamphlet published by the The Psychological Corporation, percentile rank refers to:

The expression of an obtained test score in terms of its position within a group of 100 scores; the percentile rank of a score is the percent of scores equal to or lower than the given score in its own or in some external reference group.

In this case, the national percentile refers to a group of scores normed nationally and how students at C.E.S. 73 compare to the national sample. In Table 12: 125 both the National Percentile (NP) and the Normal Curve Equivalent (NCE) represent the mean raw score based on tested students only.

The New York State Department of Education calculates a state reference point (SRP) used to measure the minimum standard for school performance. A state reference is determined only for PEP grades (grades three and six) and the Pupul Competency Test grade PCT (grade eight). Since C.E.S. 73 is a K-5 school, it is only concerned with the state reference point on grade three. The state reference point for the third grade is 28. Sixty-one of the general education students (not including resource room/ special education) scored at or above the state reference point as compared to 77 who scored below it (Table 13: 126)

Table 13
Comparison to State Reference Point for Tested Students
General Education Excluding Resource Room Students
Grade Three Degrees of Reading Power Test
C.E.S. 73 Spring 1988

SRP =28		Well Above		At or Above		Just Below		Far Below	
Raw Score Ranges		(47-56)		(28-46)		(25-27)		(0-24)	
Grade	*Tested	number	percent	number	percent	number	percent	number	percent
3	138	2	1.4%	59	42.8%	15	10.9%	62	44.9%

The information in Table 13 represents 138 general education students tested. Four students in the third grade have been

classified "Resource Room/ Special Education" and are not included in this particular data.

The test data presented in Tables 10 through 13 showed that students moving from grade two to three made major improvements in reading achievement over the 1987-1988 school year, a gain of 24.1 percent and as a result, objective one of the practicum was met. It also showed that more improvement is still needed, and that the strategies implemented for this practicum must be continued.

Students are first introduced to cloze strategies as tested on the Degrees of Reading Power Test in the third grade. Therefore it was necessary for the writer to include as a major component of this practicum, an objective which addressed the teaching of specific strategies for answering cloze passages. Objective two states:

As a result of teaching specific cloze strategies (as tested on the Degrees of Reading Power Tests) during the period of September 1987 through April 1988, third grade students at C.E.S. 73 will demonstrate their ability to complete four Degrees of Reading passages and identify appropriate signal words at 80 percent mastery as measured by a grade staff developed simulated Degrees of Reading Power Tests, administered every two months.

Using the School District Nine Cloze Handbook written by the writer and two colleagues, and other cloze supplementary material such as the Random House Series: Scoring High in Cloze, Instructional/Communications Technology, Cloze Power, and Competency Press, Competency in Cloze, teachers on the third grade were required to teach specific cloze strategies. Cloze strategies in the

District Nine Cloze Handbook included: likenesses, differences, cause and effect and pronoun referents. A grade cloze test, which tested student's application of the various strategies, was administered every two months (Appendix T: 455). Results of these tests were disappointing. Only the 3-1 and 3-2 classes scored above 80 percent on the last two cloze tests administered. The 3-3 class scored over 80 percent on the last test. The other third grade classes never achieved 80 percent mastery. This however, was consistent with the results achieved on the Spring 1988 Degrees of Reading Power Test. Table 14 shows the results of the four tests:

Table 14
Results of the Cloze Practice Tests
Administered Every Two Months
September 1987 - April 1988

Class	September/October	November/December	January/February	March/April
3-1	51%	73%	89%	92%
3-2	49%	68%	86%	94%
3-3	67%	54%	62%	88%
3-4	45%	48%	44%	53%
3-5 *	28%	33%	41%	44%
3-7	40%	44%	56%	65%
3-8	38%	42%	53%	58%

*3-5 Bilingual Class/Spanish Dominant

Table 14 also indicates that as time progressed and students became more familiar with the cloze format and strategies their ability to answer the cloze passages improved. The majority of the students however, were not able to reach 80 percent mastery level.

To improve third grade teacher's instructional methodologies and strategies, the writer implemented objective three which stated:

As a result of providing monthly staff development workshops in all areas of reading instruction during the period September 1987 through May 1988, teachers will implement the monthly staff development strategies (i.e. semantic mapping, story grammar; see Chapter 5 for workshops given), as measured by a checklist of applied strategies to be observed in: lesson plans (weekly), experience charts (weekly), homework (weekly), student folders (monthly), student notebooks (monthly), and bulletin boards (monthly).

In accordance with objective three, the writer conducted monthly staff development workshops. These workshops provided teachers with a variety of concepts and strategies to improve reading comprehension. The writer observed the implementation of these concepts through informal and formal classroom visits and observations, teacher weekly lesson plan feed-back sheets, student notebooks and students folder checks, and bulletin board displays Appendix U: 478). Included in Appendix U are administrative forms used to evaluate student notebooks, teacher plans, and teacher's informal observations. Third grade teacher formal observations are also included. The writer found it interesting to note that at first a few of the teachers were reluctant to implement some of the new strategies introduced at the workshops. With support from the staff developer, the funded Specs reading specialist, and the writer, those teachers began to take risks and use the strategies suggested. Visible were semantic maps and webbs, story grammars outlining the parts of the story and character resolution of actions, charted

strategies for answering cloze passages, and samples of students' writings.

The writer truly believed that if one of the most experienced language arts cluster teacher serviced all third grade classes a minimum of three times per week, the impact of this instruction would have a very positive overall effect on achievement gains across the grade. As a result of this idea and initial approval from the principal, the writer developed objective four which stated:

As a result of providing a third grade language arts cluster teacher to meet with third grade students a minimum of three times per week during the period of September 1987 through May 1988, third grade students will demonstrate a mastery of 80 percent in decoding and comprehension skills as measured by a monthly grade test in phonics and reading comprehension.

The writer had a very difficult time implementing this objective. The principal had assured the writer at the time of the written proposal that this objective could be put in place in September. This never materialized because when the principal gave the school programmer directions for scheduling the cluster teachers, the principal did not permit the programmer to schedule three periods of language arts to all third grade classes as was originally discussed. The writer spoke to the principal on several occasions to try and resolve the problem, but was not totally successful. The writer suggested to the principal that by having the same language arts cluster service the third grade classes three times per, there would be continuity of instruction, and an additional two hours and fifteen minutes a week of highly skilled reading instruction. The

writer finally managed to convince the principal to schedule two periods of language arts to the bottom classes. All other third grade classes were given a language arts class once a week. The principal had always preferred the seven cluster teachers to have a smorgasboard of classes. Cluster teachers teach five forty-five minute classes per day. Each cluster teacher teaches 25 classes per week and sees each class approximately once a week.

Table 15
Schedule of Language Arts Cluster
September 1987 - June 1988
Third Grade Only

Class	Monday	Tuesday	Wednesday	Thursday	Friday
3-1		X			
3-2		X			
3-3		X			
3-4	X			X	
3-5	X				
3-7	X			X	
3-8				X	X

It is important to note that on Monday for example, the language arts cluster would see classes 3-4, 3-5, and 3-7 each for a forty-five minute lesson. The language arts cluster teacher saw the 3-5 class (the bilingual class) only once a week. This class should have been scheduled for more than one language arts period a week. In addition, classes 3-1, 3-2 and 3-3 only had language arts once a week. The remainder of the third grade classes were scheduled for two language arts periods per week.

The writer had the language arts teacher, with input from the third grade teachers, develop a test which measured the phonics and reading comprehension skills learned during the month, however only one test was administered (Appendix U: 481). The reasons for not continuing this practice were many. The language arts cluster was not always able to cover the language arts program as scheduled. This was due to master daily school schedule changes resulting from teacher absenteeism, emergencies, meetings, and unscheduled conferences called for by the principal. In addition, it was decided by the third grade staff, the language arts teacher and the writer that the monthly Ginn Management System unit test provided much of the same information in a more comprehensive, diagnostic and prescriptive way (Appendix C: 167) and would be used instead of monthly tests. The unit test measured students decoding and reading comprehension skills and the print-out provided suggested materials for remediation and class groupings for the teaching of specific skills.

The constraints put on the writer by the principal made it difficult to implement objective four as written. In a compromise situation, classes 3-4, 3-7, and 3-8 saw the language arts teacher twice a week. Ninety minutes of additional language arts instruction provided by one person was better than one forty-five minute period. It was, however, a compromise that the writer reluctantly agreed to. The Ginn Diagnostic Unit tests were substituted for the planned monthly tests.

The implementation of all four objectives, with some modification and disappointments, helped to increase reading achievement across the grade by 24.1 percent. The weekly lesson guides written by the writer, the support given to third grade teachers by the school's staff developer, SPECS funded reading specialist, and the writer, the staff development workshops, the use of *Insights*, *PRI Reading Systems*, the *Ginn Management System*, *Teaching Writing: A Developmental Systematic Approach* and cloze supplementary materials, the implementation of the sustained silent reading periods and the read aloud program, all contributed the practicum's success.

Side Effects

There were a number of side effects which influenced the outcome of this practicum. Unfortunately many of them, not anticipated, were negative. The writer, in the proposal, wanted to assign experienced teachers to third grade classes during the 1987-1988 school year. This was not possible for several reasons. First, under contractual agreement, teachers had the right to request a choice of grades. Of the projected seven third grade classes, only two teachers requested the grade, thus leaving five third grade vacancies. In addition, there were a total of thirteen schoolwide vacancies projected for the September 1987 opening. Finding experienced teachers was difficult. The writer convinced an experienced second grade teacher to move up to the third grade, and

a very weak third grade teacher to take the second grade class. The grade leader, a master teacher, was assigned to the 3-5 bilingual class. When the funded bilingual positions were announced in September, the 3-5 teacher applied, and was assigned to Teaching English as A Second Language. The teacher the principal hired to replace the 3-5 master teacher was a new teacher with poor command of the English Language. Losing a master teacher to the funded program and replacing that teacher with an inexperienced teacher had to have a negative effect on the students in the 3-5 bilingual class. As described in Chapter 5, a new teacher assigned to the 3-4 class had poor command of the English language, poor academic skills and left on September 29, 1988. This teacher was replaced by an experienced first grade teacher returning from a leave. This first grade teacher was not happy with the third grade assignment but felt better after the writer assured the teacher that support would be given to assist with the change of curriculum and discipline. In addition, this teacher left on a paternity leave six weeks before the New York City Standardized Reading Test was administered. This too had a negative impact on students' performance. It was difficult to hire a substitute for this difficult class, and so on many occasions, the class was split up. Other times, an inexperienced substitute covered the class. The six week absence caused havoc in programming and on teacher/student morale. The teacher assigned to the 3-8 class showed up for school the first few days and then did not appear until October 8, 1987. The principal did not reassign the

teacher to the class. The principal assigned the former Specs reading specialist to the class. The Specs teacher was there for a short time before leaving for a district office assignment. A new teacher was hired on October 13, 1987. The 3-8 teacher had high school teaching experience in the West Indies but no elementary school experience. This teacher worked out very well. New teachers were assigned to class 3-6 and 3-7. The new teacher in the 3-6 class was having extreme difficulty with discipline. The school staff developer, the Specs reading specialist and the teacher specialist from the United Federation of Teachers Resource Room Center tried to assist the teacher with classroom management techniques as the teacher was overwhelmed. When the principal was forced to equalize registers at the end of September and disband one of the third grade classes, the principal selected the 3-6 class. This meant that each third grade teacher had to add three to five students to their register. The new teacher assigned to the 3-7 class was doing well, but the class was extremely difficult. Five of the sixteen students were severe discipline problems. The teacher left in January and was replaced by an experienced teacher who had transferred from a Florida school system. It was not until the middle of October that the majority of the third grade faculty was in place. Thus, over six weeks of important formative instruction was lost in all but three classes; this too took its toll.

Another important factor that had a negative effect on the practicum involved the formation of the 3-8 self-contained funded

class. As was described in Chapter 5, the writer had requested that one of the two Specs positions allocated to C.E.S. 73 be structured in the format of a self-contained class. This meant that the funded self-contained class had to be paired with a tax levy class and that students in both classes had to meet specific criteria. This structure reduced class size across the grade, and limited the targeted classes registers to twenty. In addition, funded classes received supplementary materials purchased by the funded program. Class 3-7, the pair class, and class 3-8 the funded class were reorganized before the start of school. Every student placed in those classes met the mandated criteria. On September 23, 1987 and four subsequent visits: October 1, 6, 7 and 13 the Specs Program Manager visited the school as directed by the Director of Early Childhood. Under orders from the Director of Early Childhood, the Specs Program Manager screened all the record cards of students in the 3-7 and 3-8 classes, looking for children with a history of discipline problems. This was not difficult to find. The Director of Early Childhood did not want any disciplinary problems placed in the funded class. While the reasoning was easily understood, implementation was not. Generally speaking, almost all children at C.E.S. 73 with low academic achievement have a multitude of problems, one of which involves discipline. Poor discipline interferes with learning and causes poor achievement. The problem is cyclic. It was the writer's and principal's opinion that the Director of Early Childhood was looking for an excuse to cut the

funded position and this was the way it was done. In most funded programs state and federal guidelines do not identify poor discipline as an exclusion for remedial assistance. When the principal received official notification that the class was no longer funded, the principal decided to keep the registers of the 3-7 and 3-8 classes low. This of course meant that the other third grade classes had to maintain higher registers. The average third grade class size ranged about 26.

Over three hundred students in grades one to three were entitled to funded remedial reading services. It was impossible for the one Specs teacher to service all the eligible children and the classroom teachers servicing them. This too had a negative effect on achievement.

The writer had wanted the language arts cluster to service all third grade classes a minimum of three times per week. This would have increased the amount of time spent on reading by two hours and fifteen minutes per week. The principal had approved the idea at the time of the written proposal but did not approve the scheduling of that component in September of 1987. The scheduling of the language arts cluster had to be modified and thus reduced the effectiveness of this objective.

The School District Nine Department of Early Childhood had assigned a district staff developer to C.E.S. 73. The staff developer was to visit the school once every other week and was to work with new teachers assigned to kindergarten, first, second and

third grades. Since there were four new third grade teachers, the staff developer's services were welcomed. According to the C.E.S. 73 official visitors sign-in book, the staff developer provided ten days of service during the entire school year. This had an negligible effect on teacher performance and student achievement.

The writer had not anticipated as many negative side effects as encountered. Staffing problems, the loss of the funded position, the lack of cooperation from the Department of Early Childhood, the inability to assign the language arts cluster to the third grade classes as proposed, accounted for the majority of them. Even with these negative side effects the practicum intervention proved successful.

Successful implementation of this practicum resulted in many positive side effects. Teachers liked receiving the monthly lesson guides. The guides kept them on target and made planning in general easier. The workshops stimulated and motivated third grade teachers to implement new teaching strategies and ideas and involved students in active participation. The practicum brought third grade teachers closer together as was demonstrated by more sharing and peer assistance. The more experienced teachers assisted their new colleagues and the new teachers worked together to assist themselves. Individual teachers developed and shared materials. There was excellent communication between teachers and the writer as the writer visited each class daily and addressed any items of concern. The implementation of the *Ginn Management System*, the

FRI Reading Systems, Insights, Teaching Writing: A Developmental Systematic Approach, the sustained silent reading and read aloud components all had a positive effect on student achievement. Knowing that students gained 24.1 percentage points from the spring of 1987 to the spring of 1988 had a positive effect on teacher morale and satisfaction. The purpose of this practicum was to improve third grade reading achievement and this it did.

Chapter 7

DECISION ON FUTURE

Maintained, Modified, or Abandoned

The implementation of this practicum was successful by increasing reading achievement 24.1 percent from a second grade 1987 spring score of 17.2 percent to a third grade 1988 spring score of 41.3 percent. It is important to maintain a program that has made such significant gains, and at the same time analyze the various components to assess those that were successful and those that were not. This is done through the modification and abandonment of those elements that caused concern.

The writer will be able to use many of the same lesson guides with minor additions and deletions. These guides were extremely helpful to teachers, particularly the new teachers on the grade. The writer will require the school staff developer and the funded reading specialists to develop similar guides on grades where achievement is low and staff development is needed. Thus far, the second grade will be targeted for the 1988-1989 school year.

The writer as Assistant Principal worked under the policies established by the Principal. These policies limited the implementation of one of the proposed objectives of the practicum. This is no longer a concern. As Interim Acting Principal, the writer is the decision maker and will now be able to put into effect any concept that has merit.

The writer will continue to use *Insights* to enhance the basal reading series, a skills supplement that proved to be an asset to all third grade teachers. Teachers found the series extremely valuable using the suggested strategies for the introduction and reinforcement of word attack and comprehension skills. As Interim Acting Principal, the writer was able to purchase three class sets of *Insights* per grade. Limited funds prevented the purchase of one book per child. Teachers will be paired for the purpose of sharing. New teachers found the step by step introduction of skills very helpful and suggested the continued use of the series.

The writer will continue to use *Teaching Writing: A Developmental Systematic Approach* as the methodology for teaching and developing writing skills. This methodology provided a structured writing program for third grade teachers and encouraged writing on a daily basis. The writer stressed the reading/writing connection and suggested the integration of writing strategies across the curriculum.

The use of the School District Nine Cloze Strategy Handbook will be continued. In addition, as Interim Acting Principal, the writer was able to purchase additional supplementary cloze material. This will assist teachers in conducting daily cloze lessons. Teacher directed instruction in modeling cloze strategies will be mandated.

All teachers will be required to implement a sustained silent reading period and read aloud component. The writer will stress the importance of individualized reading in coordination with formal

reading instruction. The writer will continue to emphasize and reinforce the importance of reading by making students aware of how important reading is to their future. Reading poster contests, individual student recognition for a determined number of completed book reports, certificates of merit for reading improvement, assembly programs, parent involvement, and a daily public address system discussion involving the importance of reading will create an awareness of the importance of reading, and send home the message that reading instruction and improvement is the school's number one priority.

The staff development component of this practicum played an extremely important role in encouraging teachers to use new teaching strategies. Teachers were introduced to new concepts such as semantic mapping and story grammar. Students benefited from exposure to these concepts. The staff development component will be expanded to include all staff. The writer will be able to conduct similar workshops at faculty conferences and invite consultants to address teachers' identified needs.

All cluster positions except one (physical education) for the 1988-1989 school year will be language arts positions. The writer will assign one language arts cluster to five teachers, thus giving most classes five additional forty-five minute periods of reading and writing instruction per week, or an additional 150 hours of reading and writing instruction per year. Assigning the same teacher to one class daily will result in continuity of instruction and a

more comprehensive program. The reorganization of the cluster position as just described was an outgrowth of the objective that the writer proposed for this practicum. Unfortunately, the objective which suggested that each third grade teacher was to receive a minimum of three periods of language arts instruction per week had to be modified. In the 1988-1989 school year, the objective will be implemented schoolwide and in a more comprehensive way.

The writer will continue to use the Ginn Management System. The diagnostic/prescriptive information that a teacher receives from the print-out helps teachers better plan and group for instruction. In addition, the writer was informed by the Director of Reading that the district may implement the PRI Reading System program across the the grades. If this is so, teachers will get additional diagnostic information and the PRI Reading Systems Resource Kit.

The writer will implement many of the successful components of this practicum on a schoolwide basis. Thus far, writing guides are planned for grades two and three. *Teaching Writing: A Developmental Systematic Approach*, the *Ginn Management System*, and *Insights* will be used schoolwide. If purchased by the district, the PRI Reading Systems program will be used. In any case, third grade teachers will have access to the PRI Systems Reading Resource Kit. Teachers will be mandated to plan for a daily sustained silent reading period and a read aloud component. The cloze materials purchased will be used in grades three, four, and five. On going assessment of students' reading achievement and

progress will be made by teacher tests, Ginn Diagnostic Unit Tests, and schoolwide reading tests. The implementation of these components schoolwide should have a positive effect on increasing school reading achievement.

Dissemination

The writer will share the success of the practicum intervention with colleagues at a monthly principal's conference. The writer will discuss the development of the lesson guides, the use of the various programs and materials, and the teacher's response to the implementation of the practicum.

In addition, the writer will discuss the results of the practicum with the parents at the first 1988-1989 parent association meeting. The writer will have on display the various materials used in the program's implementation. Parents will be encouraged to ask questions and play an important role in motivating their children to read at home.

The writer is often asked to conduct district workshops in reading. At these workshops the writer will discuss the success of the practicum intervention and encourage implementation of the various components of the program. The lesson guides, staff development, the use of specific programs and methodologies will be discussed.

Recommendations and Conclusions

The writer recommends that various components of this practicum be maintained and expanded. The writer advocates the continued use of the lesson guides as a means to pace instruction and assure adequate coverage of basic skills and the required curriculum. The writer will direct the school staff developer and the funded reading specialist to develop guides for grade two.

Staff development was an extremely important component of this practicum and the writer proposes additional workshops for all staff. A review and reinforcement of the concepts and strategies introduced during the 1987-1988 school year will be stressed as well as the presentation of new material. Workshops will be conducted by the writer, the school staff developer, the United Federation of Teacher's Resource Specialist, district office and central board of education personnel.

The writer suggests the continued use of both the *Insights* word attack and comprehension workbooks. This text provides teachers with a step by step guide for introducing reading skills, and suggests strategy applications for use with other reading material. Subject related applications, remedial and enrichment activities are included as well as an evaluation book to assess students' understanding of skills taught.

The Ginn Management System provided teachers with an assessment of individual student progress. It provided diagnostic/ prescriptive information to assist teachers in planning both group and

individualized instruction. It suggested materials for the reteaching and reinforcement of specific skills. The writer recommends the continued and expanded use of the system.

The District Nine Cloze Strategy Handbook was extremely helpful to third grade teachers. It provided specific cloze strategies which both first year teachers and teachers new to the grade found beneficial. It is recommended that teachers use the handbook as a guide to help prepare students for the Degrees of Reading Power Test.

Using *Teaching Writing: A Developmental and Systematic Approach* helped students improve their writing skills. It also provided teachers with a specific methodology for teaching writing strategies in an organized and structured manner. Rothstein, the author of the program, has developed new materials for the primary grades and has promised to pilot the materials at C.E.S 73 during the 1988-1989 school year. The introduction of *Teaching Writing: A Developmental and Systematic Approach* was the topic of the writer's first introductory practicum. The program has been expanded and continues to be maintained.

The writer recommends the increased use of both the public and school library and will require each teacher to schedule a minimum of six visits to the public library during the school year. The school staff developer will assist teachers in making the necessary arrangements. The writer proposed for the 1988-1989 school year a full time school librarian. This position, if approved, will be

funded by special monies allocated by the New York City Council. Presently, the school librarian is a cluster teacher and teaches twenty five periods a week. Not all classes are scheduled to use the school library. If the request is honored, C.E.S. 73 will have a full time school librarian, and all classes will have an opportunity to use the facility. The writer will suggest that teachers and students subscribe to book clubs. Children can share books that are purchased and teachers can build up classroom libraries.

The successful implementation of this practicum resulted in improved reading achievement for third grade students. This thoughtfully conceived comprehensive and integrated approach to reading instruction provided teachers with specific plans, objectives, materials, teaching strategies, diagnostic/prescriptive information, and staff development. A support network was provided by the writer, school staff developer and the funded reading specialist. In addition, practicum participation encouraged teachers to work together to share ideas and materials. Through daily informal classroom visits, the writer was able to observe practicum implementation and address concerns of both teachers and students. All third grade teachers were formally observed teaching a basal reading lesson. Observations, individual and grade conferences kept open the lines of communication, and contributed to the practicum's success.

The purpose of this practicum was to improve the reading achievement of third grade students. The implementation of this

practicum helped increase reading achievement from a second grade 1987 spring score of 17.2 percent to a 1988 spring score of 41.3 percent. The practicum's success will serve as a model for schoolwide implementation of practicum components for the 1988-1989 school year.

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Appendix

STAFF QUESTIONNAIREINSTRUCTIONS

School Improvement is the primary goal of the New York State's Comprehensive Assessment Report (CAR) requirement instituted in the fall of 1985 for each school district in the State. This survey is one component of the New York State's Education Department's Comprehensive School Improvement Planning process. Survey items have been drawn from current research on the characteristics of school and instructional effectiveness.

In order to assist your school in the development of a comprehensive plan to improve students' basic skills and achievement, the N.Y.C. Comprehensive School Improvement Program (CSIP) would appreciate your cooperation in completing this questionnaire.

The purpose of this questionnaire is to survey your perceptions based on your experience in this school. There are no "right" or "wrong" answers. Items have been designed to identify school characteristics which you consider to be of importance and concern in your school building.

Complete the information at the top of the answer sheet before answering the questionnaire items. Please write your school, district, and borough in the appropriate spaces and then fill in the corresponding circles. Also, fill in the circle that indicates your position in this school.

Please answer all questions honestly by choosing a letter which best indicates your opinion. The response scale is printed below each question. Mark your answer sheet by completely filling in the circle indicating your response. If a question does not apply to your position, please mark N/A (not applicable).

Use a #2 pencil only. Erase any stray marks and/or mistakes.

Your responses will remain anonymous.

Thank you for your cooperation in this important effort.

COMPREHENSIVE SCHOOL IMPROVEMENT PROGRAM

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STAFF QUESTIONNAIRE

1. How aware are you of the educational goals of your school?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
2. How clearly are school-wide goals defined to you at the outset of each year?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
3. To what extent are district/schoolwide goals displayed or evidenced throughout the school building?
(A) A lot (B) Some (C) Little (D) None (E) N/A
4. How high are staff expectations for student achievement?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
5. How aware are you of the reading level of students in your classes?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
6. How aware are you of the math level of students in your classes?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
7. How aware are your students of what is expected of them in class?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
8. To what extent do you modify or adapt curriculum to meet student needs?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

9. To what extent does the school administration assist teachers in the effective use of the New York City/New York State uniform curriculum?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
10. How often do you use State/City curriculum guides in planning your lessons?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
11. How much input do you have in the implementation of the curriculum for grade/subject area?
- (A) A lot (B) Some (C) Little (D) None (E) N/A
12. How often do you establish timelines for effective completion of instructional units?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
13. How much of your teaching is based on your written lesson plans?
- (A) A lot (B) Some (C) Little (D) None (E) N/A
14. How useful do you find lesson plan review?
- (A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
15. To what extent do you utilize standardized test results (i.e. reading, math, writing) in planning your instructional program?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
16. How helpful is this review in meeting individual pupil needs?
- (A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
17. How often do you use teacher-made tests to assess pupil progress?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

18. How important is re-teaching and remediation to your instructional program?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

19. To what extent are remedial courses and/or tutorial services offered to students in the school?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

20. To what extent are advanced/honors courses offered to students in the school?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

21. How adequately are students prepared for standardized tests through the use of test-taking strategies?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

22. How actively does the administration monitor student progress in your class/subject area?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

23. How uniform is the school's grading system?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

24. How effective are class placement practices?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

25. How much input do you have into student class placement?

(A) A lot (B) Some (C) Little (D) None (E) N/A

26. How aware are students of the criteria needed for promotion from grade to grade?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

27. To what extent are Special Education students mainstreamed in academic areas?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

28. How effective are school policies in the identification of Limited English Proficient (LEP) students?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

29. To what extent are Limited English Proficient (LEP) students mainstreamed in academic areas?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

30. How often do teachers and guidance counselors confer about students' needs?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

31. How often does your school provide on-going staff development activities to support academic excellence?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

32. To what extent are your needs reflected in the in-service programs offered?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

33. How available are additional support services to newly assigned teachers?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

34. To what extent is sufficient time provided for staff members to exchange successful teaching strategies?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

35. To what extent do you use resources other than textbooks in your teaching?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

36. To what extent do you have input into faculty/grade/department conferences?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
37. To what extent do you integrate your subject area in developing student career awareness?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
38. How visible are the administrators in and around the school?
- (A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
39. To what extent do administrators expect all staff to meet high instructional standards?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
40. To what extent is a safe, orderly school environment established and maintained?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
41. How accessible is your supervisor when you need assistance in disciplinary matters?
- (A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
42. How often are you formally observed each year by your immediate supervisor?
- (A) Zero (B) One-Two (C) Three-Five (D) Six or more (E) N/A
43. How often are pre-observation conferences held prior to your formal observation?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
44. How useful are post-observation conferences in identifying your areas of strengths and those areas in need of improvement?
- (A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

45. If areas in need of improvement are identified, to what extent is technical assistance provided?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
46. How often are you observed informally in your grade/department?
(A) One-Three (B) Four-Six (C) Seven-Ten (D) 11 or more (E) N/A
47. How useful is the feedback from these informal observations?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
48. How often are there interruptions to instructional class time?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
49. To what extent do you feel that all teachers function under the same rules and regulations?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
50. How often are you given sufficient notice prior to school events?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
51. To what extent do administrators effectively run meetings and conferences?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
52. To what extent are resources/materials/textbooks available to ensure the effectiveness of instructional programs?
(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
53. How satisfied are you with student discipline in this school?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A
54. How consistently are discipline policies, rules and/or codes enforced?
(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

55. To what extent are students aware of acceptable standards of behavior?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

56. How much input do you have into the development of the school-wide discipline plan?

(A) A lot (B) Some (C) Little (D) None (E) N/A

57. How familiar are you with the school-wide discipline plan?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

58. How much input do you have into the development of the school-wide safety plan?

(A) A lot (B) Some (C) Little (D) None (E) N/A

59. To what degree do you feel safe in the school?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

60. How effective are procedures regarding student absences?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

61. How effective are procedures regarding student lateness?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

62. How effective are procedures regarding student cutting?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

63. To what extent are opportunities provided to all students for success and recognition?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

64. To what extent do teachers receive formal recognition for their accomplishments?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

65. To what extent do students receive formal recognition for their academic achievements?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
66. How often are parents informed of students' success?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
67. How much incentive is there for good student attendance?
- (A) A lot (B) Some (C) Little (D) None (E) N/A
68. How often do you sincerely praise students' good work during your lessons?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
69. To what extent does the student government provide for open channels of communication between students/staff/administration?
- (A) A lot (B) Some (C) Little (D) None (E) N/A
70. How much of an opportunity for input in decision-making do students have through the student government?
- (A) A lot (B) Some (C) Little (D) None (E) N/A
71. How often are student decisions/recommendations implemented?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
72. How often do you teach civic responsibilities in your class/subject area?
- (A) Always (B) Frequently (C) Rarely (D) Never (E) N/A
73. How much are students held accountable for their behavior in class?
- (A) A lot (B) Some (C) Little (D) None (E) N/A

74. How much parental participation/involvement is there in the school on an ongoing basis?

(A) A lot (B) Some (C) Little (D) None (E) N/A

75. How active are parents in supporting instructional goals?

(A) A lot (B) Some (C) Little (D) None (E) N/A

76. To what extent is the Parent Association/Parent-Teacher Association involved in school activities?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

77. How often are parents informed of school events and procedures?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

78. How often are workshops held in the school that teach parents how to assist their children in school?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

79. Are the procedures for communication between parents and staff sufficient?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

80. How often do you relate to other staff members in the pursuit of academic excellence for students?

(A) Always (B) Frequently (C) Rarely (D) Never (E) N/A

81. How high is the morale of the school administrators?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

82. How satisfied are you with the physical maintenance of the school?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

83. How attractive do you find the physical environment?

(A) Very (B) Moderately (C) Minimally (D) Not at all (E) N/A

Barrett's Taxonomy

We could compare our three taxonomies (Tables 4.1 and 5.1 and this one in Chapter 8) with any number of comprehension taxonomies; however, we will limit ourselves to Barrett's (1976) taxonomy, because it is, in our judgment, the most widely used in college reading courses and workshops. We shall list each of Barrett's levels in quotation marks. Then we will identify a similar task from one of our taxonomies, pointing out similarities and differences. Whenever Barrett lists skills that we do not address, we shall use the phrase, *not included*.

1.0 Literal Recognition or Recall. Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials read. *Recognition Tasks*, which frequently take the form of purposes for reading, require the student to locate or identify explicit statements in the reading selection itself or in exercises that use the explicit content of the reading selection. *Recall tasks* demand the student to produce from memory explicit statements from a selection; such tasks are often in the form of questions teachers pose to students after a reading is completed. Two additional comments seem warranted with regard to literal comprehension tasks. First, although literal comprehension tasks can be overused, their importance cannot be denied, since a student's ability to deal with such tasks is fundamental to his ability to deal with other types of comprehension tasks. Second, all literal comprehension tasks are not necessarily of equal difficulty. For example, the recognition or recall of a single fact or incident may be somewhat easier than the recognition or recall of a number of facts or incidents, while a more difficult task than either of these two may be the recognition or recall of a number of events or incidents and the sequence of their occurrence. Also related to this concern is the hypothesis that a recall task is usually more difficult than a recognition task, when the two tasks deal with the same content and are of the same nature. Some examples of literal comprehension tasks are:

1.1 Recognition or Recall of Details. The student is required to locate or identify or to call up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in a story, when such facts are explicitly stated in the selection.

usually explicit statement that can be used as an answer to one of the types of wh- questions (who, what, when, where, why, how, which) outlined earlier in this chapter, a student can (but need not) engage in what Barrett calls comprehension of details. We say *need not* because, as we have argued, students often go "between the lines" or "beyond the lines" to answer such questions.

1.2 Recognition or Recall of Main Ideas. The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion of the selection.

We believe that nearly all main ideas are inferences, even if the main idea is stated in the text. Why? Because it is not logically or grammatically necessary for a main idea to be a main idea. If a sentence says, "John hit the ball," then the response "John" is a grammatically necessary answer to the question, Who hit the ball? But there are seldom grammatical cues that tell you that a particular statement is the main idea of a paragraph (unless, of course, the text says, "The main idea of this section is . . ."). You have to infer that a particular statement, of all the statements in the paragraph or passage, is the main idea *even when* it is stated in the paragraph. You cannot do so without reference to prior knowledge about the topic or without comparing the statements in a paragraph and inferring that one statement logically subsumed the others. Hence we would not agree with Barrett's inclusion of main idea as a literal comprehension task.

1.3 Recognition or Recall of Sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

If there are explicit cues (such as before, after, then, next, etc.) then we agree with Barrett that sequence can be assessed at what he calls the literal (what we would call the textually explicit) level. If however, no such cues are provided, then we believe that the student has to infer sequence. Our discussion of time relations in Chapter 6 speaks to this issue.

1.4 Recognition or Recall of Comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.

Comparisons are seldom explicitly cued. They can be, however. For example, (54) provides a specifically cued comparison. But suppose we had not provided

(54) Just as Barrett has a level called literal comprehension, so we have a level called textually explicit comprehension.

you with statement (54). And then we asked you question (55). You would have had to infer the comparable category. Hence we conclude that while it is possible to have literal comprehension of comparison relations,

(55) What in the Pearson/Johnson scheme is comparable to Barrett's literal comprehension level?

it is more common to find them as inferential tasks.

1.5 *Recognition or Recall of Cause and Effect Relationships.* The student in this instance may be required to locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.

Barrett's emphasis is on the fact that the reasons or causes be explicitly stated in the text. He does not speak to the issue of whether or not the relation *between* the cause and effect must be explicitly cued. Hence what he calls literal comprehension of cause-effect relations could, in our scheme, be either textually-implicit or textually-explicit comprehension of such relations.

1.6 *Recognition or Recall of Character Traits.* The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of the selection.

Character Traits are not directly addressed in our book. Yet we can account for such activities in two ways. If you ask question (58) after statement (56), then the student can engage in textually-explicit comprehension. If, however, you ask (58) after (57), an inference must be drawn. In short, whether recognition of character traits is literal or inferential depends on whether the text is explicit or implicit about the trait.

(56) Tom helped his mother a lot. Tom was a kind person.

(57) Tom helped his mother a lot. He also used to give marbles to the kids who didn't have any.

(58) Was Tom a kind person?

2.0 *Inference.* Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses. Conjectures or hypotheses derived in this manner may be along convergent or divergent lines, depending on the nature of the task and the reading materials involved. For example, inferential tasks related to narrative selections may permit more divergent or creative conjectures because of the open-ended possibilities provided by such writing. On the other hand, expository selections, because of their content, may call for convergent hypotheses more often than not. In either instance, students may or may not be called upon to indicate the rationale underlying their hypotheses or conjectures, although such a requirement would seem to be more appropriate for convergent rather than divergent hypotheses. Generally, then, inferential comprehension is elicited by purposes for reading, and by teachers' questions which demand thinking and imagination which are stimulated by, but go beyond, the printed page. Examples of inferential tasks related to reading are:

Barrett's notion of inferential comprehension is very similar to our notion of scriptally-implicit comprehension.

2.1 *Inferring Supporting Details.* In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.

If we were to ask a student to find the details that supported a particular main idea, we would regard his or her ability to do so as evidence of inferential reasoning, *even if* the details were stated in the text. We say this because the relation between a main idea and its details are rarely explicitly cued in a text.

2.2 *Inferring the Main Idea.* The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection.

See 1.2. In our scheme if the main idea is stated, then the student has to engage in textually-implicit comprehension in order to select it. If it is not stated then the student must engage in scriptally-implicit comprehension. Barrett's task in 2.2 is comparable to what we would have to call scriptally-implicit comprehension of main ideas (they come from your head).

2.3 *Inferring Sequence.* The student, in this case, may be requested to conjecture as to what action or incident might

have taken place between two explicitly stated actions or incidents; he may be asked to hypothesize about what would happen next, or he may be asked to hypothesize about the beginning of a story if the author had not started where he did.

What Barrett calls inferring sequence is similar to what we have labeled as drawing conclusions and predicting outcomes. We have discussed these topics under the rubric of causality in Chapter 6; notice that many events that are time related (in a sequence) are also causally related (A occurred earlier than B and also caused B). But Barrett is right in adopting a separate category here. There are certain events which occur in a sequence without being causally related. A person gets up before he brushes his teeth, but getting up does not cause tooth brushing behavior. We address this issue in the causal relations section in Chapter 6.

2.4 Inferring Comparisons. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as: "here and there," "there and now," "he and he," "he and she," and "she and she."

See 1.4 As we stated earlier we think most comparisons represent inferential reasoning.

2.5 Inferring Cause and Effect Relationships. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations, and actions in this writing.

This is exactly comparable to what we call drawing conclusions and predicting outcomes. See Chapter 6.

2.6 Inferring Character Traits. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

See 1.6.

2.7 Predicting Outcomes. The student is requested to read an initial portion of selection, and on the basis of this reading to conjecture about the outcome of the selection.

Obviously we would include this in Barrett's 2.5 category.

2.8 Inferring about Figurative Language. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

We agree with Barrett that recognizing the literal meaning of a figurative statement is an inferential skill (see Chapter 5).

3.0 Evaluation. Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g.: information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject under consideration. In essence, evaluation requires students to make judgments about the content of their reading, judgments that have to do with its accuracy, acceptability, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, or probability of occurrence. Examples of evaluation tasks related to reading are:

Barrett's notion of evaluation is quite similar to ours in Chapter 7.

3.1 Judgments of Reality or Fantasy. The student is requested to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

We deal with this topic in the section on fact and opinion in Chapter 7.

3.2 Judgments of Fact or Opinion. In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

Barrett's notion of fact and opinion subsumes what we have called fact and opinion as well as our topic, detecting bias and point of view (See Chapter 7).

3.3 Judgments of Adequacy or Validity. Tasks of this type call for the reader to judge whether the author's treatment of subject is accurate and complete when compared to other sources on the subject. In this instance, then, the reader is

called upon to compare written sources of information with an eye toward their agreements or disagreements, their completeness or incompleteness, and their thoroughness or superficiality in dealing with a subject.

Not included in our scheme.

3.4 *Judgments of Appropriateness.* Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem. For example, a student may be requested to judge the part of a selection which most appropriately describes a character. Or he may be called upon to determine which references will make significant contributions to a report he is preparing.

Not included in our scheme.

3.5 *Judgments of Worth, Desirability, or Acceptability.* In this instance, the student may be requested to pass judgments on the suitability of a character's action in a particular incident or episode. Was the character right or wrong, good or bad, or somewhere in between? Tasks of this nature call for opinions based on the values the reader has acquired through his personal experiences.

We do not see this task as different from Barrett's own 2.6, *Infering Character Traits and Outcomes*. See 1.6.

4.0 *Appreciation.* Appreciation has to do with students' awareness of the literary techniques, forms, styles, and structures employed by authors to stimulate emotional responses in their readers. Obviously, tasks which fall into this category will require varying degrees of inference and evaluation, but their primary focus must be on heightening students' sensitivity to the ways authors achieve an emotional as well as an intellectual impact on their readers. More specifically, appreciation involves cognizance of and visceral response to: (a) the artistry involved in developing stimulating plots, themes, settings, incidents, and characters, and (b) the artistry involved in selecting and using stimulating language, in general. Examples of tasks that involve appreciation are:

Frankly, we have not dealt with this whole area in any substantive way. Our reluctance to do so should not be interpreted to mean that we regard such tasks as unimportant; rather it reflects our lack of skill in approaching such issues rigorously and systematically.

4.1 *Emotional Response to Plot or Theme.* Tasks of this type are based on the assumption that the plot or the theme of a given selection has stimulated and sustained a feeling of fascination, excitement, curiosity, boredom, sentimentality, tenderness, love, fear, hate, happiness, cheerfulness or sadness. Provided this assumption is met, the students may be requested to determine what the author did in the process of developing the plot or theme that elicited a given emotional response.

Not included in our scheme.

4.2 *Identification with Characters and Incidents.* Some appreciation tasks should require students to become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. Other tasks should require students to consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.

Not included in our scheme.

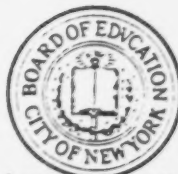
4.3 *Reactions to the Author's Use of Language.* In this instance, the student is required to recognize and respond to the author's craftsmanship as reflected in his selection of and use of words. Such tasks may deal with the connotations and denotations of selected words and the influence they have on reader's feelings. In addition, students should at times note figures of speech, e.g., similes and metaphors, and the effect their use has on the reader.

We deal with this topic directly in Chapter 4, denotation and connotation, and in Chapter 7, detecting bias and point of view.

4.4 *Imagery.* Tasks of this nature require the reader to recognize and react to the author's artistic ability to "paint word pictures." In other words, students should become sensitive to the techniques an author uses in order to enable them to see, smell, taste, hear, or feel things through reading.

Not included in our scheme.

That our scheme has so many tasks in common with Barrett's taxonomy underscores a point made in Chapter 1. These tasks can be found in many disguises, under many names. We suspect that this fact



Appendix C

BOARD OF EDUCATION OF THE CITY OF NEW YORK

C.E.S.73

BRONX

10452

1020 ANDERSON AVE

992-1590

SCHOOL

BOROUGH

ZIP CODE

ADDRESS

TELEPHONE

SEGRA066

OFFICE OF THE PRINCIPAL

M E M O R A N D U M

TO: ALL SECOND GRADE TEACHERS

FROM: Lois Turetzky, Assistant Principal

RE: Implementation of the GINN Computer Management System

DATE: June 9, 1987

In order to implement the Ginn Management System in the fall, we are going to have a training session on Friday June 12, 1987.

TIME: Lunch Hour 10:55 to 11:45

PLACE: Library

Refreshments will be served. Your attendance, although voluntary, will very much be appreciated.

APPROVED:


Lynwood C. Cooper, Principal

GINN READING PROGRAM
TEST RESULTS
LEVEL 8 -- UNIT 1 FORM A

168

TEACHER: WARREN ROSENBERG DATE: 01/24/88
CLASS: 3-1 SCHOOL: C.E.S.75

NAME VOC COM DEC

GROUP: G

CAMPOS, JESSICA	10	5	14
CONCEPCION, RICARDO	11	5	15
FERNANDEZ, JOEY	11	5	12
JONES, SHALENA	8*	1*	5*
MATA, MICHAEL	11	4	13
MORALES, VERONICA	NA	NA	NA
PENA, STEPHANIE	10	4	13
RUIZ, BETTY	11	3*	13
TOPPES, ROBERT	11	5	13

GROUP: M

EPATHWAITE, RONALD	NA	NA	NA
ERCOKE, DANDICE	NA	NA	NA
CALDERON, ESTELLE	NA	NA	NA
CALLABRASS, JOSEPH	NA	NA	NA
DOCTOR, JOHN	NA	NA	NA
FUENTES, DANIEL	NA	NA	NA
GARCIA, BIANCA	NA	NA	NA
JEFF, TIFFANY	NA	NA	NA
JIMJENEZ, LUIS	NA	NA	NA
KINSEY, LISA	NA	NA	NA
MARRERO, ARACELIZ	NA	NA	NA
MONELL, HECTOR	NA	NA	NA
SABE, RACHEL	NA	NA	NA
SMITH, EQUASIA	NA	NA	NA
VALENCIA, SARA	NA	NA	NA
WHITE, MARQUIS	NA	NA	NA
WILLIAMS, APRIL	NA	NA	NA

AVERAGE SCORES: 10.9 3.9* 12.3

SUGGESTED PASSING SCORE: 10 4 12

MAXIMUM POSSIBLE SCORE: 12 5 15

* BELOW SUGGESTED PASSING SCORE

VOCABULARY WORD IDENTIFICATION
COMPREHENSION MAIN IDEA
DECODING Y TO I OR E DROPPED BEFORE ENDING & DOUBLE MEDIAL CONSONANTS

 *
 * GINN READING PROGRAM *
 * TEST RESULTS *
 * LEVEL 9 -- UNIT 1 FORM B *
 *
 *

169

* TEACHER: WARREN ROSENEBERG DATE: 02/24/88 *
 * CLASS: 3-1 SCHOOL: C.E.S.73 *
 *

NAME VOC1 VOC2 COM IEO L&S

GROUP: G

JAMFOS, JESSICA	NA	NA	NA	NA	NA
CONCEPCION, RICARDO	NA	NA	NA	NA	NA
FERNANDEZ, JOEY	NA	NA	NA	NA	NA
JONES, SHALENA	NA	NA	NA	NA	NA
MATA, MICHAEL	NA	NA	NA	NA	NA
MORALES, VERONICA	NA	NA	NA	NA	NA
PENA, STEPHANIE	NA	NA	NA	NA	NA
RUIZ, BETTY	NA	NA	NA	NA	NA
TORRES, ROBERT	NA	NA	NA	NA	NA

GROUP: M

ERATHWAITE, RONALD	10	4	6	5	4
BROOKS, CANDICE	11	5	4*	6	4
CALDEPON, ESTELLE	12	5	5	5	3
CALLABRASS, JOSEPH	9*	5	6	6	3
DOCTOR, JOHN	NA	NA	NA	NA	NA
FUENTES, DANIEL	9*	4	1*	3*	NA
GARCIA, BIANCA	11	5	2*	6	4
GIFT, TIFFANY	11	5	5	6	4
HUQUENEC, LUIS	10	2*	4*	5	4
KINSEY, LISA	NA	NA	NA	NA	NA
MARRERO, ARACELIZ	NA	NA	NA	NA	NA
MONELL, HECTOR	10	5	6	6	4
SABB, RACHEL	10	5	4*	6	4
SMITH, EQUASIA	12	5	5	5	4
VALENCIA, SARA	2*	2*	NA	NA	NA
WHITE, MARQUIS	NA	NA	NA	NA	NA
WILLIAMS, APRIL	11	4	4*	6	4

 AVERAGE SCORES: 10.0 4.3 4.3* 5.4 3.8

SUGGESTED PASSING SCORE: 10 4 5 5 3

MAXIMUM POSSIBLE SCORE: 12 5 6 6 4

* BELOW SUGGESTED PASSING SCORE

VOCABULARY 1 WORD IDENTIFICATION
 VOCABULARY 2 VOCABULARY DEVELOPMENT (HOMOPHONES)
 COMPREHENSION SEQUENCE
 DECODING LONG WORDS
 LIFE & STUDY STUDY SKILLS (DIRECTIONS)

GINN READING PROGRAM
PUPIL PERFORMANCE BY OBJECTIVE
LEVEL 3 -- UNIT 1 FORM A

170

TEACHER: WARREN ROSENBERG DATE: 11/24/68
CLASS: 3-1 SCHOOL: C.E.S. 73
GROUP: CLASS

PUPILS PUPILS AVERAGE AVERAGE
SFS TOTAL TESTED PASSED SCORE % CORRECT

VOCABULARY	10	12	8	7	10.9	91
COMPREHENSION	4	5	8	6	3.9*	78
DECODING	12	15	8	7	10.3	82

* AVERAGE BELOW SUGGESTED PASSING SCORE

VOCABULARY WORD IDENTIFICATION
COMPREHENSION MAIN IDEA
DECODING Y TO I OR E DROPPED BEFORE ENDING & DOUBLE MEDIAL CONSONANTS

 * GINN READING PROGRAM *
 * PUPILS BELOW SUGGESTED PASSING SCORE *
 * LEVEL 9 -- UNIT 1 FORM B *

171

* TEACHER: WARREN ROSENEERG DATE: 02/24/86 *
 * CLASS: 3-1 SCHOOL: C.E.S.73 *
 * GROUP: CLASS *

VOCABULARY 1: WORD IDENTIFICATION
 REINFORCEMENT: BOOSTER ACTIVITIES 1A,1B,1C
 STUDYBOOK PAGES 15,19,22,31,35,39

CALLABRASS, JOSEPH
 FUENTES, DANIEL
 VALENCIA, SARA

VOCABULARY 2: VOCABULARY DEVELOPMENT (HOMOPHONES)
 REINFORCEMENT: BOOSTER ACTIVITIES 2A,2B
 STUDYBOOK PAGES 23,36

JIMJENEZ, LUIS
 VALENCIA, SARA

COMPREHENSION: SEQUENCE
 REINFORCEMENT: BOOSTER ACTIVITIES 3A,3B
 STUDYBOOK PAGES 19,32,37

BROOKS, CANDICE
 FUENTES, DANIEL
 GARCIA, BIANCA
 JIMJENEZ, LUIS
 SABB, RACHEL
 WILLIAMS, APRIL

DECODING: LONG WORDS
 REINFORCEMENT: BOOSTER ACTIVITIES 4A,4B
 STUDYBOOK PAGES 16,20,24,33,41

FUENTES, DANIEL

LIFE/STUDIES: STUDY SKILLS (DIRECTIONS)
 REINFORCEMENT: BOOSTER ACTIVITIES 5A,5B
 STUDYBOOK PAGES 26,29

NO PUPILS

GINN READING PROGRAM
PUPIL PERFORMANCE BY OBJECTIVE
LEVEL 9 -- UNIT 1 FORM B

172

TEACHER: WARREN ROSENBERG

DATE: 02/24/88

CLASS: 8-1

SCHOOL: C.E.S. 78

GROUP: CLASS

PUPILS PUPILS AVERAGE AVERAGE
SFS TOTAL TESTED PASSED SCORE % CORRECT

VOCABULARY 1	10	12	13	10	10.0	83
VOCABULARY 2	4	5	13	11	4.3	86
COMPREHENSION	5	6	12	6	4.3*	72
DECODING	5	6	12	11	5.4	90
LIFE/STUDIES	3	4	11	11	3.8	95

* AVERAGE BELOW SUGGESTED PASSING SCORE

VOCABULARY 1 WORD IDENTIFICATION
VOCABULARY 2 VOCABULARY DEVELOPMENT (HOMOPHONES)
COMPREHENSION SEQUENCE
DECODING LONG WORDS
LIFE/STUDIES STUDY SKILLS (DIRECTIONS)

GINN READING PROGRAM
PUPILS BELOW SUGGESTED PASSING SCORE
LEVEL 2 -- UNIT 1 FORM A

173

TEACHER: WARREN ROSENBERG DATE: 02/24/88
CLASS: 3-1 SCHOOL: C.E.S. 73
GROUP: CLASS

VOCABULARY: WORD IDENTIFICATION
REINFORCEMENT: BOOSTER ACTIVITIES 1A,1B,1C
STUDYBOOK PAGES 15,19,22,25,28,31

JONES, SHALENA

COMPREHENSION: MAIN IDEA
REINFORCEMENT: BOOSTER ACTIVITIES 2A,2B,2C
STUDYBOOK PAGES 23,29

JONES, SHALENA
RUIZ, BETTY

DECODING: Y TO I OR E DROPPED BEFORE ENDING & DOUBLE MEDIAL CONSONANTS
REINFORCEMENT: BOOSTER ACTIVITIES 3A,3B,4A,4B,5A,5B
STUDYBOOK PAGES 16,32,33

JONES, SHALENA

 *
 * GINN READING PROGRAM *
 * PUPILS BELOW SUGGESTED PASSING SCORE *
 * LEVEL 9 -- UNIT 1 FORM B *
 *
 *

174

* TEACHER: WARREN ROSENBERG DATE: 02/24/88 *
 * CLASS: 3-1 SCHOOL: C.E.S.73 *
 * GROUP: CLASS *
 *

VOCABULARY 1: WORD IDENTIFICATION
 REINFORCEMENT: BOOSTER ACTIVITIES 1A,1B,1C
 STUDYBOOK PAGES 15,18,22,31,35,39

CALLABRASS, JOSEPH
 FUENTES, DANIEL
 VALENCIA, SARA

VOCABULARY 2: VOCABULARY DEVELOPMENT (HOMOPHONES)
 REINFORCEMENT: BOOSTER ACTIVITIES 2A,2B
 STUDYBOOK PAGES 13,36

JIMJENES, LUIS
 VALENCIA, SARA

COMPREHENSION: SEQUENCE
 REINFORCEMENT: BOOSTER ACTIVITIES 3A,3B
 STUDYBOOK PAGES 19,32,37

BROOKS, CANDICE
 FUENTES, DANIEL
 GARCIA, BLANCA
 JIMJENES, LUIS
 SABB, RACHEL
 WILLIAMS, APRIL

DECODING: LONG WORDS
 REINFORCEMENT: BOOSTER ACTIVITIES 4A,4B
 STUDYBOOK PAGES 16,20,24,33,41

FUENTES, DANIEL

LIFE STUDIES: STUDY SKILLS (DIRECTIONS)
 REINFORCEMENT: BOOSTER ACTIVITIES 5A,5B
 STUDYBOOK PAGES 26,29

NO PUPILS

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills

FORM A

175

(Revised and Extended)

Florence G. Roswell
Professor Emerita
The City College, CUNY

Jeanne S. Chall
Professor
Harvard University

See Manual of Instructions for directions regarding the
administration, scoring, and interpretation of results.

NAME _____
(to be written or printed by the pupil)

WORDS

see	come	my	have	here	find	all
they	over	work	would	these	which	your
every	once	build	does	right	answer	neighbor
done	always	much	pull	heart	leather	promise
whole	shoulder	although	quiet	beauty	certain	important

1A s p m c h b r n k j

 w z d g l f v y t

1B ch th sh



essay
press

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essay press inc., p.o. box 2323, la jolla, ca. 92038

1C	Sample	<u>am</u>	<u>and</u>	<u>in</u>	<u>ag</u>
		clam	gland	spin	crag
		slam	brand	grin	flag
		cram	stand	skin	drag
		swam	strand	twin	snag

2A	let	rim	nap	dot	nut
	sip	mad	tub	beg	mob

2B	i	o	a	u	e
----	---	---	---	---	---

2C	mat	rip	rob	cut
	mate	ripe	robe	cute

3A	seek	pail	load	meal
	gain	leaf	peel	soap

3B	card	firm	loud
	join	turn	paw

4	daytime	inside	butterfly	mistake	177
	remember	enjoyable	disagreement	transformation	

EXTENDED EVALUATION

W Naming Capital Letters

D	M	R	A	E	L	H
F	J	T	G	N	Q	B

X Naming Lower Case Letters

s	p	m	c	h	b	r	n	k	j
w	z	d	g	l	f	v	y	t	

Y Encoding Single Consonants *(Pupil is to write his/her answer on the examiner's blank, the one on which other parts of the test were recorded.)*

Examples a. _____
b. _____

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | |

Z Encoding CVC Words

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | |

Pupil's Name _____ Date of Test _____
 Age _____ Date of Birth _____ Grade _____
 School _____ Examiner _____

		Summary of Results		
		Total Items	Number Correct	Instructional Needs*
WORDS				
	High Frequency Words	<u>35</u>	=====	=====
DECODING TEST				
1A	Consonant Sounds	21	_____	_____
1B	Consonant Digraphs	3	_____	_____
1C	Consonant Blends	12	_____	_____
2A	Short Vowel Sounds (in CVC words)	10	_____	_____
2B	Short & Long Vowel Sounds (in isolation)	10	_____	_____
2C	Rule of Silent e	4	_____	_____
3A	Vowel Digraphs	8	_____	_____
3B	Diphthongs & Vowels Controlled by r	6	_____	_____
4	Syllabication (and Compound Words)	8	_____	_____
TOTAL DECODING (1A to 4)		<u><u>82</u></u>	=====	=====
EXTENDED EVALUATION				
LETTER NAMES				
W	Naming Capital Letters	14	_____	_____
X	Naming Lower Case Letters	19	_____	_____
ENCODING				
Y	Encoding Single Consonants	14	_____	_____
Z	Encoding Regular (CVC) Words	5	_____	_____

Remarks: _____

Directions for Administering the San Diego Quick Assessment

The San Diego Quick Assessment is a quick way to gauge a student's reading ability. Details regarding administration and analysis follow:

Administration

1. Type out each list of ten words on an index card.
2. Begin with a card that is at least two years below the student's grade level.
3. Ask the student to read the words aloud, if he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Encourage the student to attempt to read aloud the words he does not know so that the techniques the child uses for word identification can be determined.
5. Have the student read from increasingly difficult lists until he misses at least three words.

Analysis

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

San Diego Quick Assessment

PP

see_____

play_____

me_____

at_____

run_____

go_____

and_____

look_____

can_____

here_____

Primer

you_____

come_____

not_____

with_____

jump_____

help_____

is_____

work_____

are_____

this_____

Grade 1

road_____

live_____

thank_____

when_____

bigger_____

how_____

always_____

night_____

spring_____

today_____

Grade 2

our_____

please_____

myself_____

town_____

early_____

send_____

wide_____

believe_____

quietly_____

carefully_____

Tchr Gage

Grade 3

city_____

middle_____

moment_____

frightened_____

exclaimed_____

several_____

lonely_____

drew_____

since_____

straight_____

Grade 4

decided_____

served_____

amazed_____

silent_____

wrecked_____

improved_____

certainly_____

entered_____

realized_____

interrupted_____

Grade 5

scanty_____

business_____

develop_____

considered_____

discussed_____

behaved_____

splendid_____

acquainted_____

escaped_____

grim_____

Grade 6

bridge_____

commercial_____

abolish_____

trucker_____

apparatus_____

elementary_____

comment_____

necessity_____

gallery_____

relativity_____

Tone Copy
San Diego

Directions for the Administration of the Queens College List

1. At a relaxed moment, sit down with the pupil and ask him to read the first list (usually cut away from the others and without grading labels such as preprimer). The words may be placed on individual cards if you wish.
2. As the student reads the words, the examiner marks the errors on his master copy.
3. The list in which a student misses no more than two words indicates his instructional level. Three or more levels indicate likely frustration.

There are three reading levels.

1. Independent level : The level at which students can work by themselves.
2. Instructional level: The level at which you gear instruction.
3. Frustration level: The level at which a child can not function.

Queens College List (Teacher Copy)

<u>PP</u>	<u>Primer</u>	<u>First Reader</u>	<u>Second Reader</u>
am	all	another	clang
big	cake	cry	fruit
run	how	hopped	quick
dog	from	gate	teach
up	into	snow	sound
look	story	next	music
to	that	bunny	often
me	wanted	thought	straight
it	playing	well	dark
good	milk	running	cannot

<u>Third Reader</u>	<u>Fourth Reader</u>	<u>Fifth Reader</u>
check	addition	accomplish
reason	blizzard	commotion
plain	compound	decorate
freeze	embrace	essential
knife	groove	marvelous
inch	introduce	grateful
moment	magic	population
president	nonsense	remarkable
shovel	permanent	suggestion
whale	scratch	territory

C.B.S. 73
1020 Anderson Avenue
Bronx, New York 10452

Lynwood Cooper, Principal
Lois Turetzky, Assistant Principal

Reading Skills Inventories

EXPLANATORY NOTES

The Skills Inventories in phonics, structural analysis and dictionary skills serve as diagnostic instruments.

There is no percent mark nor passing grade. Any error indicates a need for further teaching. The cycle includes testing, teaching and retesting.

Give only one test at a time. If a test is long, give only a part of it at one sitting. Complete all the tests for one reading level before proceeding to the next level. In order to discover the needs of the children in a new class, preliminary testing should take place in September. The cycle of testing, teaching and retesting will continue throughout the year.

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RHYMING

187

Explanation:

This test was designed to help teachers make a classe analysis of the rhyming ability of the children. This skill is taught at the readiness level. It serves as readiness for learning the substitution technique.

The test is given orally. As you test the class, note on the class analysis sheet those who have difficulty giving a word that rhymes with the word you say. Group for teaching.

Directions:

Say, "I am going to say a word and I want you to think of a word that rhymes with the word I say. The word is rain. Tell me a word that rhymes with rain." Accept any rhyming word, such as main, cane if the word offered has meaning. Spelling is not important since the words will not be presented visually. Only the sound at the end of the word must be the same.

see	red	dish
jump	for	floor
look	cook	snow
funny	ball	walk
run	house	cup
down	get	fear
come	ride	sail
my	stop	fair
car	hill	rain
make	wall	came
thing	clock	hand
can	mice	gate
blue	star	cat
big	bell	bed
play	ten	book
find	found	bag
boat	cold	bag

Explanation:

188

The following phonics inventories have been designed to help teachers discover which skills the children know and which must be taught. These are written tests and only one test is to be administered at a time. Enter the sounds missed by each child on the class sheet. Group the children for teaching. Retest to be sure the skill has been learned.

INITIAL CONSONANT SOUNDS

Directions: Distribute paper. Have the children number from 1 through 19.

Say, "Listen to the first sound in the word I shall say. Then think of the letter that stands for the first sound. The word is music. What letter stands for the first sound? Yes, m." Write 1. m on the board. "The next word is double. What letter stands for the first sound? Yes, d." Write 2. d on the board. "Now I am going to say more words and you are to write the letter that stands for the first sound you hear in each word. Ready, one - building, two - ranch." Continue the list.

- | | |
|----------------------|-----------------------|
| 1. b building | 10. p poison |
| 2. r ranch | 11. v vacation |
| 3. l locate | 12. h husband |
| 4. f furniture | 13. n nature |
| 5. w witness | 14. g gallop |
| 6. c or k couple | 15. t tumble |
| 7. m movies | 16. j jungle |
| 8. s simple | 17. z zebra |
| 9. d danger | 18. k or c ketchup |
| | 19. y youth |

FINAL CONSONANT SOUNDS

Directions: Distribute paper. Have the children number from 1 through 16.

Say, "Listen to the last sound in the word I shall say. Think of the letter that stands for the last sound. The word is cloak. What letter stands for the last sound? Yes, k." Write 1. k on the board. "The next word is seem, What letter stands for the last sound? Yes, m." Write 2. m on the board. "Now I am going to say more words and you are to write the letter that stands for the last sound you hear in each word. Ready, one - prune, two - flag."

- | | |
|-------------------|---------------------|
| 1. prune n | 9. feather r |
| 2. flag g | 10. smoke k |
| 3. nail l | 11. gruff f |
| 4. taught t | 12. swamp p |
| 5. grab b | 13. likeness s |
| 6. buzz z | 14. please z |
| 7. flame m | 15. rage j |
| 8. proud d | 16. suave v |

DIGRAPHS

Directions: Distribute paper. Have the children number from 1 through 10.

Say, "Listen to the first sound in the word I shall say. The sound will stand for two letters. The word is ship. What two letters stand for the first sound? Yes, sh." Write 1. sh on the board. "The next word is thought. What two letters stand for the first sound? Yes, th." Write 2. th on the board. "Now I am going to say more words and you are to write the two letters that stand for the first sound you hear in each word. Ready, one - churn, two - thimble." Continue the list.

- | | |
|---------------|----------------|
| 1. ch churn | 6. wh whale |
| 2. th thimble | 7. th there |
| 3. wh whisper | 8. ch champion |
| 4. sh shiver | 9. sh shadow |
| 5. th this | 10. th thumb |

BLENDS

Directions: Distribute paper. Have the children number from 1 through 20.

Say, "Listen to the two sounds at the beginning of this word. Then think of the letters that stand for the two sounds. The word is dress. What letters stand for the two sounds at the beginning of the word? Yes, dr." Write 1. dr on the board. "The next word is glass. What letters stand for the two sounds at the beginning of the word? Yes, gl." Write 2. gl on the board. "Now I am going to say more words and you are to write the two letters that stand for the two sounds you hear at the beginning of each word. Ready, one - bridge, two - special." Continue the list.

- | | |
|---------------|----------------------|
| 1. br bridge | 11. cr crash |
| 2. sp special | 12. sl slide |
| 3. pl plant | 13. st stamp |
| 4. fr friend | 14. pr pride |
| 5. sw swing | 15. bl blanket |
| 6. dr drink | 16. sn sniffle |
| 7. sm small | 17. cl climb |
| 8. gl glove | 18. tr trap |
| 9. tw twist | 19. fl flag |
| 10. gr grow | 20. qu or kw quickly |

LONG, SHORT VOWEL SOUNDS

Directions: Distribute paper. Have the children number from 1 through 20.

Say, "Listen to this word and tell me if you hear a long sound or a short sound. The word is cape. Do you hear a long sound or a short sound? Yes, you hear the long sound of a." Write 1 - a on the board. "Now listen to the next word. Cup. Do you hear a long sound or a short sound? Yes, this time you hear the short sound of u." Write 2. sh - u on the board. "Now I am going to say more words. You are to decide whether the vowel sound you hear is a long sound or a short sound. Then on your paper you are to write 1 - and the letter if the sound is long, and sh - and the letter if the sound is short. Ready, one - hitch, two - key." Continue the list.

- | | | | |
|----------|--------|-----------|--------|
| 1. hitch | sh - i | 11. raft | sh - a |
| 2. key | 1 - e | 12. pike | 1 - i |
| 3. vote | 1 - o | 13. fence | sh - e |
| 4. golf | sh - o | 14. punch | sh - u |
| 5. badge | sh - a | 15. mince | sh - i |
| 6. dive | 1 - i | 16. dupe | 1 - u |
| 7. cute | 1 - u | 17. sane | 1 - a |
| 8. gem | sh - e | 18. lull | sh - u |
| 9. mace | 1 - a | 19. bolt | 1 - o |
| 10. pomp | sh - o | 20. heed | 1 - e |

STRUCTURAL ANALYSIS

END OF FIRST GRADE READING LEVEL

191

Explanation:

This test was designed to help teachers make a class analysis of the structural analysis skills of the children at the completion of first grade reading. These skills are taught at first grade reading level. Analysing the results of this test will enable a teacher to evaluate to what extent the children have acquired these skills and which have to be retaught. List errors on the class analysis sheet. Form groups for teaching.

The skills tested are as follows:

- Test 1. Endings - s, d, ed, ing.
- Test 1. Possessive form - 's.
- Test 2, 3. Compound words.
- Test 1. Root word.

Directions: Distribute paper.

1. Say, "Fold your paper in half. Number from 1 thru' 14 in the first column. Copy these words., Find each root word and put a circle around it."

- | | |
|------------|--------------|
| 1. boars | 8. runs |
| 2. liked | 9. looking |
| 3. seeing | 10. lived |
| 4. wanted | 11. mother's |
| 5. Sally's | 12. jumping |
| 6. talked | 13. called |
| 7. boy's | 14. loved |

2. Say, "Number from 1 to 14 in the second column. Do not copy these words. You will see that each word is made up of two words. Next to the number write the two separate word that make up each word."

- | | |
|----------------|--------------|
| 1. grandfather | 8. bedroom |
| 2. something | 9. classroom |
| 3. houseboat | 10. uptown |
| 4. farmhouse | 11. indoors |
| 5. into | 12. cannot |
| 6. upon | 13. downtown |
| 7. grandmother | 14. playroom |

3. Say, "Turn over your paper. Copy these words in two columns. Find a word in column A that belongs with a word in column B to make a long word. Draw a line between the two words."

Column A

some
school
class
play
grand
up
in

Column B

house
father
on
thing
to
ground
room

STRUCTURAL ANALYSIS

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END OF SECOND GRADE READING LEVEL

Explanation:

This test was designed to help teachers make a class analysis of the structural analysis skills of the children at the completion of second grade reading. These skills are taught at second grade reading level. Analyzing the results of this test will enable a teacher to evaluate to what extent the children have acquired these skills and which have to be retaught. List errors on class sheet. Group for teaching.

The skills tested are as follows:

- Test 1. Adding es to known words.
 - " 1. Adding y to known words.
 - " 2. Doubled final consonant before ending.
 - " 2. Changing y to i before adding ending.
 - " 3. Contractions - one letter omitted.
 - " 2. Dropping e before adding ending.
- " 1. Adding er of agent.
- " 1. Adding er, est of comparison.
- " 1. Adding ly to known words.
- " 1. Adding n, on to known words.
- " 4. Compound words - one known, one unknown word.

Directions: Distribute paper.

1. Say, "Fold your paper in half. In the first column number from 1 through 16. Copy these words. Find the root word and put a circle around it.

- | | |
|-------------|-------------|
| 1. farmer | 9. wishes |
| 2. foxes | 10. smaller |
| 3. friendly | 11. darken |
| 4. reader | 12. longest |
| 5. grassy | 13. windy |
| 6. given | 14. quickly |
| 7. worker | 15. slowest |
| 8. fallen | 16. wooden |

2. Say, "In the second column number 1 thru' 12. Copy these words. Next to each word write its root word."

- | | |
|------------|------------|
| 1. running | 7. digging |
| 2. biggest | 8. skating |
| 3. getting | 9. stopped |
| 4. hurried | 10. tried |
| 5. riding | 11. making |
| 6. cries | 12. babies |

STRUCTURAL ANALYSIS

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3. Say, "Turn over your paper. Number from 1 thru' 9 in the first column. Do not copy these words. Think of the two words that make up each word. Write the two words next to the number.

- | | |
|------------|------------|
| 1. let's | 6. haven't |
| 2. didn't | 7. that's |
| 3. it's | 8. isn't |
| 4. hasn't | 9. you're |
| 5. they're | |

4. Say, "Number from 1 thru' 15 in the second column. Do not copy these words. Think of the two words that make up each word. Write the two separate words next to each number."

- | | |
|---------------|----------------|
| 1. haystack | 9. gunboat |
| 2. goldfish | 10. hairbrush |
| 3. cardboard | 11. tablespoon |
| 4. fishhook | 12. wishbone |
| 5. windowpane | 13. woodshed |
| 6. baseball | 14. workbench |
| 7. footpring | 15. scrapbook |

END OF THIRD GRADE READING LEVEL

Explanation:

This test was designed to help teachers make a class analysis of the structural analysis skills of the children at the completion of third grade reading. These skills are taught at third grade reading level. Analysing the results of this test will enable a teacher to evaluate to what extent the children have acquired these skills and which have to be retaught. List errors on class sheet. Group for teaching.

The skills tested are as follows:

- Test 1. Prefixes - un, im, dis, re, be.
" 2. Suffixes - ful, less, ness, ish.
" 3. Prefixes and suffixes or endings.
" 4. Contractions - two or more letters omitted.
" 5. Syllabication.

STRUCTURAL ANALYSIS

Directions: If you plan to give the five questions at one sitting, two sheets of paper are necessary.

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1. Say, "Fold the paper in half. Number from 1 thru' 10 in the first column. Copy these words. Find the root word and put a circle around it.

- | | |
|---------------|--------------|
| 1. unable | 6. disappear |
| 2. impossible | 7. unhappy |
| 3. disappoint | 8. impatient |
| 4. return | 9. regain |
| 5. beside | 10. belittle |

2. Say, "Number from 1 thru' 8 in the second column. Copy these words. Find the root word and put a circle around it."

- | | |
|-------------|-------------|
| 1. foolish | 5. useful |
| 2. careful | 6. darkness |
| 3. goodness | 7. fearless |
| 4. helpless | 8. childish |

3. Say, "Turn over your paper. Number from 1 thru' 10 in the first column. Copy these words. Find the root word and put a circle around it.

- | | |
|-----------------|----------------|
| 1. unwisely | 6. noiselessly |
| 2. disagreeing | 7. distasteful |
| 3. impoliteness | 8. reviewed |
| 4. rereading | 9. displeased |
| 5. unfairly | 10. unlocks |

4. Second sheet of paper. Say, "Fold your paper in half. Number from 1 thru' 9 in the first column. Copy these words. Think of the two words that make up each word, then in the second column write the two separate words that make up each word."

- | | |
|-----------|------------|
| 1. we'll | 6. they've |
| 2. I've | 7. I'll |
| 3. can't | 8. we've |
| 4. you've | 9. he'll |
| 5. you'll | |

5. Say, "Turn over your paper and number from 1 thru' 13 in the first column. Copy these words. Next to each word, rewrite the word dividing it into syllables by leaving a small space between the syllables." Example: can fuse.

- | | | | |
|------------|------------|------------|------------|
| 1. candy | (can dy) | 8. asleep | (a sleep) |
| 2. baby | (ba by) | 9. rather | (rath er) |
| 3. always | (al ways) | 10. bushel | (bush el) |
| 4. fable | (fa ble) | 11. pony | (po ny) |
| 5. kitchen | (kit chen) | 12. saucer | (sau cer) |
| 6. alone | (a lone) | 13. river | (riv er) |
| 7. jungle | (jun gle) | | |

DICTIONARY SKILLS

195

LOCATION SKILLS - end of third grade reading level

Explanation:

This test was designed to help teachers make a class analysis of the location skills of the children. These skills are taught at third grade reading level. They serve as readiness for learning how to use the dictionary glossary. List the errors on the class sheet. Group for teaching.

The skills tested are as follows:

- Test 1. Knowledge of the alphabet in sequence.
- " 2. Ability to identify general alphabetical position by locating a letter in the first (a-), middle (h-p), or last (q-z-) part of the alphabet.
- " 3. Ability to locate a word in the correct part of the alphabet, first (a-g), middle (h-p), or last (g-z).
- "A 4. Ability to alphabetize words according to the first letter.
- " 5. Ability to alphabetize through the fourth letter.
- " 6. Ability to recognize the root word in a variant.

Directions: Distribute paper.

1. Say, "Write the alphabet in sequence (or in the right order.)"
2. Say, "Now fold your paper in four columns. Skip a line and write 2. in the first column. Next to 2. write the word FIRST in the first column. On the same line write the word MIDDLE in the second column. On the same line, write the word LAST in the third column. As I say each letter, decide whether the letter belongs in the first, middle or last part of the alphabet. Write the letter in the correct column."

g, l, h, s, d, v, o, 'q, a, u, k, f, m, i, w, e, z, n, r, b, y,
p, x, c, j, t.

3. Say, "Skip a line and write 3. in the first column. Write the headings FIRST, MIDDLE, LAST as in the second question. Write each word in the column in which it belongs."

good
king
candy
when
paper

surprise
holiday
ranch
noise
elephant

DICTIONARY SKILLS

4. Say, "Turn over your paper. Write these words in alphabetical order in the first column."

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done
ship
money
zoo
lunch
branch
town
forest
apron
invite

5. Say, "Write these words in alphabetical order in the second column."

deck
dump
dark
den
dirt
dare
dent
day
dumb
dead

6. Say, "In the third column number from 1 thru' 8. Copy these words. Next to each word write the root word."

1. hurried
2. spends
3. chatting
4. spoonful

5. unhappily
6. woolen
7. blazing
8. wives

DICTIONARY SKILLS

MEANING SKILLS - end of third grade reading level

197

Explanation:

This test was designed to help teachers make a class analysis of the meaning skills of the children. These skills are taught at third grade reading level. They serve a readiness for learning how to use the dictionary or glossary. List the errors on the class sheet. Group for teaching.

The skills tested are as follows:

- Test 1. Ability to understand a simple definition.
- " 2. Interpretation of meaning as applied to specific sentences.
- " 3. Ability to select the appropriate meaning to fit the context.
- " 4. Ability to select and substitute a single word definition for an unknown word.
- " 5. Ability to select and substitute a phrase definition for an unknown word.

Directions: Distribute paper.

1. Say, "Read each sentence. One word is missing. The sentence gives the definition for the word that is missing. Write the missing word or words."

1. When a boy is grown up he is called a _____.

2. A very high hill may be called a _____.

3. A young bear may be called a _____.

4. A big store with many departments is called a _____.

5. Such things as beds, tables and chairs are called _____.

2. Say, "One meaning of the word fool is to play a trick on. Read these two sentences. Decide in which sentence the word fool means to play a trick on. Then write the sentence on your paper."

The mice thought they could fool the cat.

A mouse would be a fool to try to fasten a bell on a cat.

3. Write the three meanings of the word charge on the board. Say, "The word charge has three meanings; care, ask money for, rush at. Read these sentences. Decide which meaning is used in each sentence. Then next to each number write the meaning as it is used in each sentence.
 1. The angry cow started to charge Shorty again.
 2. Shorty took charge of the ranch for Mr. Wolf.

4. Write the three meanings of the word rate on the board. Say, "The word rate has three meanings; price, class or grade, speed. Read each sentence., Decide which meaning is used. Then write each sentence using that meaning in place of the word rate."
 1. The train traveled at a rate of ninety miles an hour.
 2. We paid the usual rate for our tickets.

5. Write the three meanings of the word patch on the board. Say, "The word patch has three meanings; piece to cover a hole, to fix, piece of ground. Read each sentence. Decide which meaning is used. Then write each sentence using that meaning in place of the word patch."
 1. Mr. Chase cleared a patch near the house for a vegetable garden.
 2. Mr. Chase put a leather patch on Betsy's shoe.

DICTIONARY SKILLS

PRONUNCIATION SKILLS - end of fourth grade reading level

199

Explanation:

This test was designed to help teachers make a class analysis of the pronunciation skills of the children. These skills are taught at fourth grade reading level. They serve as readiness for learning how to use the dictionary or glossary to determine correct pronunciation of an unknown word. List errors on class analysis sheet. Group for teaching.

The skills tested are as follows:

- | | | |
|------|----|--|
| Test | 1. | Knowledge of consonant and short vowel sounds. |
| " | 2. | Knowledge of consonant and long vowel sounds. |
| " | 3. | Ability to syllabicate and place accent. |
| " | 4. | Ability to use pronunciation key for one syllable words. |
| " | 5. | Ability to use pronunciation key for two syllable words and for interpretation of accent mark. |

Directions: This is an oral test. As the children respond, jot down the names of those who need further teaching.

1. Write the following words one at a time on the board and have each pronounced.

krib	hiz	az
bras	ing	klap
nit	kach	jentl
lam	spangk	mach
nok	dich	stuk

2. Write the following words one at a time on the board and have each pronounced.

wēp	ūs	fīt
pāl	sel	bot
glē	krem	lēv
rom	nīt	hāt
no	dā	rōt

3. Write the following words one at a time on the board and have each pronounced. Then have a child rewrite each word showing syllable breaks. Next, have accent marks shown.

program	(prē gram)	entire	(en tīre/)
depend	(de pēnd/)	invade	(in vādē)
harvest	(har vēst)	baggage	(bag gage)
needle	(nee dle)	locate	(lō cate/)
beneath	(be neath)	increase	(in crease) or (in crease)

DICTIONARY SKILLS

200

4. Write the key on the board. Then write the following words one at a time on the board and have each pronounced.

KEY

hat	āge	cāre	fār
let	bē	tērm	
it	īce		
hot	ōpen	ōrder	
cup	pūt	rūle	ūse

dred	gon	pich	sūp
sānt	ārm	pār	krop
bōl	pél	bót	bí
fut	strík	ūz	buk
bern	blum	só	stār
jaz	spil	fēr	blud
chós	struk	pāj	gréf
fú	kār	sed	lak

5. Use same key on board. Write the following words one at a time on the board and have each word pronounced.

bagíj	ūsful	goblin
invād	poříj	lókāt
bukísh	muni	diskārd
viktim	fārí	divíd
bōrder	inkrēs	invent

LOCATION AND MEANING SKILLS - end of fourth grade reading level

Explanation:

This test was designed to help teachers make a class analysis of the location and meaning skills of the children. These skills are taught at fourth grade reading level. List the errors on the class analysis sheet. Group for teaching.

The skills tested are as follows:

- Test 1. Ability to use guide words.
 " 2. Ability to find a word in the dictionary, select and substitute a single word definition for unknown word.
 " 3. Ability to find a word in the dictionary, select and substitute a phrase definition for an unknown word.
 " 4. Ability to find a word in the dictionary, select and substitute a definition for an unknown word where transposition of words is necessary.
 " 5. Ability to find an entry word in the dictionary, select and substitute a definition for an unknown word where structural adaptation is necessary.
 " 6. Ability to find a word in the dictionary, select and substitute a definition for an unknown word where complete paraphrasing is necessary.

Directions: Distribute paper. Give each child a copy of Thorndike Barnhart Beginning Dictionary published by Scott Foresman Company. If these dictionaries are not available, check the definition of each underlined word in the dictionaries you are using to be sure the wording lends itself to testing the skill stated for each question.

1. The boxes are samples of guide words at the top of pages in dictionaries. Put these boxes and the words on the board. Say,
 "Copy these words. Using the guide words in these boxes, write the number of the page on which you would find each word next to the word.

abandon	(page)	436	champion
lurk	(page)	439	refuse
taxicab	(page)	441	yield

- | | |
|------------|------------|
| 1. recover | 4. balance |
| 2. cease | 5. vain |
| 3. tempt | 6. marvel |

2. Say, "Read each sentence. Look up the underlined word in the dictionary. Decide which meaning is used. Then write the sentence using that meaning in place of the underlined word."
 1. The bundle was a curious shape.
 2. The girl begged for succor.
3. Say, "Read each sentence. Look up the underlined word in the dictionary. Decide which meaning is used. Then write the sentence using that meaning in place of the underlined word."
 1. Basketball players wear trunks.
 2. The pioneers crossed the rivulet in their covered wagons.
4. Say, "Read each sentence. Look up the underlined word in the dictionary. Decide which meaning is used. Then write the sentence using that meaning in place of the underlined word."
 1. Fires often imperil many people.
 2. We must saturate the lawn with water.
5. Say, "Read each sentence. Look up the underlined word in the dictionary. Decide which meaning is used. Then write the sentence using that meaning in place of the underlined word."
 1. George mapped out his entire vacation.
 2. It was a peculiarly shaped ring.
6. Say, "Read each sentence. Look up the underlined word in the dictionary. Decide which meaning is used. Then write the sentence using that meaning in place of the underlined word."
 1. Mr. Green visited his birthplace.
 2. He emigrated to China when he was a young man.

FORM B, PART I—Graded Word List (Teacher's worksheet)

(PP)	(P)	(1)	(2)
1. far	1. was	1. men	1. sorry
2. black	2. play	2. painted	2. climb
3. can	3. three	3. flowers	3. isn't
4. to	4. farming	4. them	4. beautiful
5. and	5. ball	5. fire	5. wise
6. at	6. now	6. tell	6. head
7. helps	7. reading	7. her	7. cowboy
8. some	8. children	8. please	8. high
9. fast	9. went	9. light	9. people
10. car	10. then	10. cannot	10. nice
11. big	11. yellow	11. eight	11. horn
12. said	12. barn	12. trucks	12. everyone
13. green	13. trees	13. ground	13. strong
14. book	14. red	14. drop	14. I'm
15. away	15. good	15. stopping	15. room
16. see	16. into	16. from	16. blew
17. there	17. that	17. street	17. gray
18. work	18. something	18. fireman	18. that's
19. is	19. what	19. birthday	19. both
20. little	20. saw	20. let's	20. deer

Teacher note: As soon as the child misses five words in any column—stop Part I. Begin oral paragraphs, Part II, (Form B), at highest level in which child recognized all 20 words.

FORM B, PART I.

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(3)	(4)	(5)	(6)
1. hour _____	1. pedal _____	1. whether _____	1. torrent _____
2. direction _____	2. grateful _____	2. concern _____	2. nostrils _____
3. turkeys _____	3. trail _____	3. sharpness _____	3. culprit _____
4. anything _____	4. machine _____	4. pacing _____	4. sensitive _____
5. chief _____	5. ought _____	5. shrill _____	5. calmly _____
6. foolish _____	6. exercise _____	6. freedom _____	6. tangle _____
7. enough _____	7. disturbed _____	7. loudly _____	7. wreath _____
8. escape _____	8. force _____	8. expert _____	8. teamwork _____
9. chased _____	9. weather _____	9. musical _____	9. billows _____
10. magic _____	10. properly _____	10. considerable _____	10. knights _____
11. matter _____	11. mountains _____	11. examined _____	11. instinct _____
12. crawl _____	12. island _____	12. remarkably _____	12. arrangement _____
13. unhappy _____	13. defeat _____	13. muffled _____	13. pounce _____
14. clothes _____	14. guides _____	14. pacing _____	14. rumored _____
15. mind _____	15. moan _____	15. oars _____	15. strutted _____
16. pencil _____	16. settlers _____	16. delicious _____	16. demon _____
17. driving _____	17. pitching _____	17. octave _____	17. hearth _____
18. discover _____	18. predict _____	18. terrific _____	18. shifted _____
19. picture _____	19. west _____	19. hymn _____	19. customers _____
20. nail _____	20. knowledge _____	20. confusing _____	20. authority _____

Teacher note: As soon as the child misses five words in any column—stop Part I. Begin oral paragraphs, Part II (Form B), at highest level in which child recognized all 20 words.

Inventory Record, Form B (optional), Part I

Teacher's Worksheet

W.P.M.

1440

FORM B, PART II—Level PP (24 words)

MOTIVATION: This story tells about two children and their car. Read this story to find out more about the car and these two children.

THE PLAY CAR

"See my play car," said Tom.

"It can go fast."

Ann said, "It's a big car."

"Yes," said Tom.

"Would you like a ride?"

Scoring Guide: Pre-Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	1-2	INST	1½-2
FRUST	3+	FRUST	2½+

COMPREHENSION CHECK

- (F) 1. —What are the names of the boy and girl in the story?
(Tom and Ann)
- (F) 2. —What were they talking about?
(The play car, etc.)
- (F) 3. —Who owned the car?
(Tom)
- (F) 4. —What did (the girl) Ann say about the car? (Big car)
- (I) 5. —Why did Tom like the car?
(Because it can go fast, it is big, etc.)

W.P.M.

2400

FORM B, PART II—Level P (40 words)

MOTIVATION: This story is about a trip that boys and girls took one day. Read the story to find out where they were going and how they traveled.

OUR BUS RIDE

It was time to go to the farm.

"Get in the bus," said Mrs. Brown.

"We are ready to go now."

The children climbed in the bus.

And away went the bus.

It was a good day for a ride.

Scoring Guide: Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	2	INST	1½-2
FRUST	4+	FRUST	2½+

COMPREHENSION CHECK

- (F) 1. —Where are they going?
(Farm)
- (F) 2. —How were they going?
(By bus)
- (I) 3. —Who is Mrs. Brown?
(Teacher or bus driver)
- (F) 4. —How did the children know that it was time for the bus to leave?
(Mrs. Brown said, we are ready to go)
- (I) 5. —How did the children feel?
(Happy, or some positive reaction)

FORM B, PART II—Level 1 (40 words)

W.P.M.

2400

MOTIVATION: Have you ever wondered what life might be like in an ant's home? Read this story to find out more about ants.

RED ANTS

Red ants live in the sand.
 They live under the ground.
 These ants have many houses.
 Each red ant builds its own room.
 They must take the sand outside.
 The sand is made into little hills.
 Ants are busy bugs.

COMPREHENSION CHECK

- (F) 1. —Where do ants live?
 (Under ground, in sand, everywhere)
- (F) 2. —How many houses do ants have?
 (Many, lots, several)
- (I) 3. —Why do the ants have to take the sand outside?
 (Because there is no room in the holes underground)
- (V) 4. —What does the word "busy" mean in the story?
 (Hard workers, working all of the time, etc.)
- (F) 5. —What color were the ants in this story?
 (Red)

Scoring Guide: First

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	2	INST	1½-2
FRUST	4+	FRUST	2½+

FORM B, PART II—Level 2 (43 words)

W.P.M.

2580

MOTIVATION: Can you imagine 25 mean bulls loose in a crowd of people? It would be a mess. Read this story to find out what some people do when bulls are loose.

PEOPLE AND BULLS

Before a bull fight some people wait in the streets.

Then angry bulls chase them down the streets.

Some people try to hide.

Here come the bulls, they yell!

Run for your lives.

Some people get hurt.

Others think it is great fun.

COMPREHENSION CHECK

- (F) 1. —Why did the people run from the bulls?
(Because the bulls might hurt them)
- (F) 2. —What did the people do just before a big bull fight?
(Waited in the streets)
- (I) 3. —Why do some people like to wait for the bulls?
(See if they can get away from the bulls, etc.)
- (I) 4. —What makes the bulls angry?
(People tease them, they are frightened, etc.)
- (V) 5. —What does the word "chase" mean?
(To run after, etc.)

Scoring Guide: Second

WR Errors

IND 0
INST 3
FRUST 5+

COMP Errors

IND 0-1
INST 1½-2
FRUST 2½+

FORM B, PART II—Level 3 (96 words)

W.P.M.

5760

MOTIVATION: This story tells some unusual things about some baby birds. Read the story to see how they got their name.

"SILLY BIRDS"

Even with food all around, turkeys will not eat. Turkeys can really be called "silly birds." Many die from lack of food. Straw is kept in their houses but some never seem to discover what it is used for. We will never understand senseless turkeys.

The silly young birds don't know enough to come out of the cold, either. So many get sick and die. If they see anything bright, they try to eat it. It may be a pencil, a small nail or even a shovel. You can see how foolish these "silly birds" are.

COMPREHENSION CHECK

- (I) 1. —What kind of a bird does this story tell about?
(Turkeys)
- (F) 2. —What do turkeys do when they see something bright?
(Try to eat it)
- (I) 3. —What is the danger to turkeys when they do silly things?
(They die)
- (F) 4. —Tell at least two things that a baby turkey will try to eat.
(Pencil, nail, shovel or something bright)
- (I) 5. —What do you think is the most important thing this story tells you about turkeys?
(They are very foolish, silly, or dumb)

Scoring Guide: Third

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	5	INST	1½-2
FRUST	10	FRUST	2½+

FORM B, PART II—*Level 4* (101 words)

W.P.M.

6060

MOTIVATION: The Conestoga Wagon was a kind of covered wagon that people used long ago. I wonder how people who traveled in these wagons might have felt? Read the story to find out more about this wagon and how people traveled.

THE CONESTOGA WAGON

People riding in wagon trains did not have our easy ways of traveling. Their trip was made in what was called a Conestoga Wagon. These were good wagons, but they were not comfortable. The wagons were large. They had broad wooden seats. Sitting on these seats was a weary task. The bumping and churning of the ride could be compared to being on a ship in rough water. When this old wagon reached a river the wheels were removed. Then the wagon was made into a flat boat. These are but a few of the interesting facts about these old wagons.

COMPREHENSION CHECK

- (F) 1. —What made riding in a Conestoga Wagon unpleasant?
(Bumps, sitting on wooden seats, etc.)
- (F) 2. —According to the story, riding on a wagon was like what other type of ride?
- (I) 3. —What are some ways of travel found today?
(Airplane, car, train, etc.)
- (F) 4. —How did the people get the wagon across deep streams?
(Used the wagon as a flat boat by taking off the wheels)
- (V) 5. —What does the word "weary" mean?
(Tired, uncomfortable, etc.)

Scoring Guide: Fourth

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	5	INST	1½-2
FRUST	10	FRUST	2½+

FORM B, PART II—Level 5 101 words)

W.P.M.

6060

MOTIVATION: The Ground-Cuckoo is a bird that you might know or have heard about. Read the story to find out why the Ground-Cuckoo is such an interesting bird.

THE GROUND-CKUCKOO

The Ground-Cuckoo is an unusual bird. He is about 24 inches long, including his long tail. He also has a long beak and a crested head. You will find him in the Southwestern States.

This bird is helpful to man in many ways. He catches small lizards, insects, and even young rattlesnakes for food. His great speed in running along the ground serves to make this possible.

Some people make a pet of the Ground-Cuckoo. They can be trained to catch mice and other house pests.

You may know this bird by another name. He is also called a Road Runner.

COMPREHENSION CHECK

- (F) 1. —How is the Ground-Cuckoo helpful to man?
(Catches insects, pests, snakes, etc.)
- (F) 2. —Where is the Ground-Cuckoo found?
(In Southwestern U.S.)
- (I) 3. —Why do you think that a Ground-Cuckoo would make a good pet?
(Useful, funny looking, odd, fun, etc.)
- (F) 4. —Describe the Ground-Cuckoo.
(24 inches long, crested head, long beak, fast runner, etc.)
- (F) 5. —What is another name for the Ground-Cuckoo?
(Road Runner)

Scoring Guide: Fifth

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	5	INST	1½-2
FRUST	10	FRUST	2½+

FORM B, PART II—Level 6 (174 words)

W.P.M.

10,440

MOTIVATION: The story you are about to read tells about the attempted capture of a wild horse. Read to find out more about this exciting story.

BLASE: REBEL HORSE

All the ranchers in the valley knew about the wild stallion named Blase, a powerful horse with a red mane. Many of the local men tried to catch this rebel but failed each time. A reward was offered for his capture—dead or alive, because he encouraged other horses to run away with him.

Pete Cook and six other men were determined to catch Blase. Pete used binoculars to study the wild horse's movements. He made several maps of the valley and was sure he could capture Blase this time.

Pete posted the men all along the secluded trails that Blase usually followed. Each rider would pick up Blase along the trail and force him into a narrow canyon, where Pete would be waiting.

The men succeeded in forcing Blase into the narrow canyon. Pete was ready with his rope but Blase came at him in a wild rage. Pete lost his balance but was able to roll over out of the way. Blase saw his chance to escape and got away once again.

COMPREHENSION CHECK

- (F) 1. —Why did the ranchers want the wild horse (Blase) captured?
(He encouraged other horses to run away)
- (F) 2. —What did the wild horse (Blase) look like?
(Powerful, big, red mane)
- (F) 3. —What did Pete Cook do before attempting to capture Blase?
(Made maps of the valley and of the horse's trails)
- (V) 4. —What does "secluded" mean?
(Hidden, secret, hard to find)
- (I) 5. —Describe how Pete's men worked as a team to capture Blase.
(They spread out and forced him into a narrow canyon)

Scoring Guide: Sixth

WR Errors		COMP Errors	
IND	0-3	IND	0-1
INST	8	INST	1½-2
FRUST	17	FRUST	2½+

Month of _____
Glad to Meet You

Code G T G. Ginn Teacher's Guide S P. Ginn Skill Pack
 T G. Teacher's Guide Insights S W B. Student
 Workbook. Cloze H.B. District #9 Cloze Handbook
 Insights/Ginn
 Tchr. Dir. Skill

Week	Vocabulary	Decoding	Tchr. Dir. Skill
9/14/87	1 Constitution Country Nation	Informal Testing and Student Placement	
9/18/87	1 Congress Freedom Law		
9/21/87	1 Indians 1 Village Tribe	(1) Review initial consonants P,M,T, N,C (One per day) Long/Short Vowels A,E P pipe, pet, police, pen, pear, pie M mom, monkey, millens, moon, mail T tire, turtle, tent, tiger, typewriter N nuts, nurse, nail, nine, nest C corn, cow, candy, coal, calender Vowel Digraphs: Review "ea" eat Students will be able to decode words with ew (u) chew ,aw (yu) few Ginn T.G. p. 20	<u>Predicting Outcomes</u> Students will predict and select an ending to complete the sentence and identify clue words T.G. pp 92-93 S.W.B. p. 43 4-1
9/25/87	Hunting Chief Tepee/Wigwam		
9/28/87	Electricity Switch	<u>Inflectional Endings</u> (1) Students will be able to decode words with doubled final consonant before "ing". "ed" Ginn T.G. p. 30 S.P. p. 30 (2) Students will be able to decode words with "sw" swim, "tw" twin G.T.G. 31 S.P. 6 (3) Review long and short vowels I, O (4) Review consonants B,L,D,K one a day	<u>Predicting Outcomes</u> Students will be able to read a story and select the best outcome T.G. p. 96-98 S.W.B. p. 43
10/2/87	Battery Dry cell Conductor Circuit		

Glad To Meet You
 Basal Reader Selection I

Cloze Strategy

1 Writing Strategy 1 Read Aloud

Informal Reading Inventory

Phonics Inventory

(Please note that the Rothstein
 Workbooks A,B,C. contain
 worksheets developing sentence
 synthesis at increasing levels
 of difficulty. Select a worksheet
 appropriate to students' level

Nobody Listens
To Andrew

Students will be introduced to the
 steps of the cloze procedure using
 the Cognitive Organizer Lesson #1
 #2 Cloze H.B. pp. 9-16

Slotting
 Sentence Sense/Synthesis
 Rothstein T.G. pp. 24-26

1. *Rock Slew*

Students will be able to apply the
 steps to complete a cloze
 passage exercise.

Slotting
 Sentence sense
 Rothstein T.G. pp 27-28

Month of _____
Glad to Meet You

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 T.G. Teacher's Guide Insights S.W.B. Student
 Workbook. Cloze H.B. District #9 Cloze Handbook
 Insights/Ginn
 Tchr. Dir. Skill

Week	Vocabulary	Decoding	Predicting Outcomes/Strategy
10/5/87	<u>Plants/Flowers</u> Seed	(1) Review consonants one a day: F,S,G (Vowels: Long/short U)	Predicting Outcomes/Strategy Lesson #3 Given a story, students will use story clues and their experiences to predict what will happen next. T.G. pp 99-102 S.W.B. 44-45 (one or two stories a day)
10/9/87	Pollen Nectar Scent Insects	(2) Students will be able to complete the appropriate inflectional endings with doubled final consonants before "ing", "ed" Stop pop trap _____ popped _____ stopping G.T.G. pp. 42 S.P. p. 10	
10/12/87	<u>Columbus Day</u> voyage sails ocean	(1) Review consonants H, R, W (2) Review "ew" G.T.G. pp.53-54 S.P. p.13 (3) Students will practice decoding words with doubled final consonants before "ing", "ed" G.T.G. p.54 S.P.14	Predicting Outcomes Review Strategies 1-3 T.G. pp 92-93 Evaluation Test T.G. p. 105
10/16/87	anchor navigator		
10/19/87	<u>Solar System</u> sun earth	(1) Review Long and Short Vowels (2) Checkpoint Decoding "ew" and doubled final consonants	Predicting Outcomes Enrichment Activity Students will be able to read the incomplete story, complete the prediction and draw a prediction. T.G. p.10. S.W.B. 46.
10/23/87	planets craters comets		
10/26/87	<u>Birds</u> migrate south nest temperature worms	(1) Review consonants J,V,Q,u,Y (2) Vowel Digraphs: Students will decode words with "oo" (û /too) G.T.G. pp.71-72 S.P.18 (3) "ew" G.T.G. 72-73 S.P. 19	Predicting Outcomes (1) Additional Activity: Using clues in pictures, students will select an appropriate ending for a story. T.G. pp.109-111 S.W.B. pp. 47-48 (2) Student Re-evaluation T.G. 112-113
10/30/87			

<i>Glad To Meet You</i> Basal Reader Selection I	Cloze Strategy	Writing Strategy	Read Aloud
<i>Serendipity</i>	Student will be able to identify pronoun referents in sentences Cloze H.B. 17-22	Slotting Sentence sense Rothstein T.G. pp. 28-30	
<i>What Do You Do Roberto?</i>	(1) Extend and review concept of pronoun referents in all related reading material. Copy a short story. Write out pronoun referents. Have students fill in the blanks.	Sentence sense Rothstein T.G. p.31	
<i>Life Skills</i>	Cloze strategy "Likeness" Students will be able to identify signal words that denote likeness. Cloze H.B. p. 29-33	Slotting Sentence Sense Rothstein pp. 29-33	
<i>Checkpoint</i>			
<i>A Visit to a Friends House</i>	Students will be able to complete a cloze passage and recognize signal words denoting likeness. Cloze Handbook p. 89	Slotting/ Using Sentence Synthesis in the Content Areas Rothstein T.G. p.34	

Month of _____
Glad to Meet You

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 T.G. Teacher's Guide Insights S.W.B. Student
 Workbook Cloze H.B. District #9 Cloze Handbook
 Insights/Ginn
 Tchr. Dir. Skill

Week	Vocabulary	Decoding	Tchr. Dir. Skill	<i>Glad To Meet You</i> Basal Reader Selection	Cloze Strategy	Writing Strategy	Read Aloud
11/2/87 11/6/87	<u>Mammals</u> vertebrate skeleton lungs warmblooded human beings	(1) Review vowel digraphs "ee" "ea" (2) Students will be able to break words into syllables. A syllable is a vowel or a group of letters containing a vowel sound which together forms a pronounceable unit.	Predicting Outcomes Strategy Application T.G. p. 115	<i>January "Poem"</i> Develop Haiku Poems Form Line 1 has 5 syllables Line 2 has 7 syllables Line 3 has 5 syllables Ex.: Tress sway arms and hand Their bodies are made for climbing Trees are forever	Cloze Strategy Differences Students will be able to identify signal words that denote differences. Cloze H.B. pp. 34-38	Sentence Synthesis Students will write complete sentences using a menu Rothstein T.G. p. 35-36	
11/9/87 11/13/87	<u>Sound</u> vibrations sound waves pitch tone pluck	(1) Review consonants K, Z (2) Students will decode words with ee (u wood) G.T.G. p. 88 S.P. 22 (3) Review long digraphs "ai" and "ea"	Predicting Outcomes Related Activities T.G. p. 116- 117	<i>Emily's Bunch</i>	Students will be apply their knowledge of signal words denoting differences to complete a cloze passage pp. 105-106	Follow-up: Using a menu to create sentences T.G. p. 37	
11/16/87 11/20/87	<u>Desert</u> sand cactus arid protection conditions	(1) Students will decode words with a (o call) G.T.G. p. 99 S.P. 24 (2) Practice decoding words with doubled final consonants before "ing". "ed". G.T.G. p. 100, S.P. p. 25	Facts and Details: Students will be able to elicit facts and details from the given information G.T.G. p. 90	<i>From Head to Foot</i>	Students will be introduced to the Cause and Effect Cloze Strategy and identify cause and effect signal words. Cloze H.B. P. 23-28. Cloze Grade 2 passage p. 75	Students will understand the grammatical components of a complete sentence Rothstein T.G. p. 39	
11/23/87 11/27/87	<u>Weather</u> climate temperature thermometer meteorologist damp	(1) Practice Students will decode words with ee (u hood) G.T.G. p. 114, S.P. p. 30 (2) Students will be able to decode words with contraction "would". G.T.G. 115 S.P. 31 (3) Students will decode words with inflectional ending "es". G.T.G. 115	Predicting the Probable Outcome of the Story G.T.G. p. 113 S.P. p. 29	<i>A Hole in the Dike</i>	Students will apply the cause and effect strategy to complete the Cloze passage. Cloze H.B. p. 76	Developing a writer's word bank Brainstorming Rothstein T.G. pp. 46-47	

Month of _____
Across the Fence

Code: G.T.G. Ginn Teacher's Guide S.P. Ginn Skill Pack
 T.G. Teacher's Guide Insights/ S.W.B. Student Workbook
 Cloze H.B. District / #9 Cloze Handbook

Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill
9/14/87	1 Constitution		
9/18/87	Country Nation Congress Freedom Law	Informal Testing and Placement	
9/21/87	Indians	(1) Review initial consonants P, M, T, N, C, Long and Short Vowels A & E (2) Students will decode words with consonant digraph (ch) (chick, much) and "th" (thing, both) G.T.G. pp. 22-24, S.P. p. 24 (3) Students will decode words with Consonant Blends "Sk" (skip, ask) G.T.G. p. 26 S.P. p. 7 (4) Students will decode possessives with (s) G.T.G. p. 26, S.P. p. 8	Cause and Effect: G.T.G. p. 20, S.P. 3 Insights Strategy Lesson 1 Students will be able to match the cause to the effect T.G. p. 260-263 S.W.B. 113
9/25/87	Village Tribe Hunting Chief Tepee/ Wigwam		
9/28/87	Electricity	(1) Inflections: Students will be able to decode words with final Y (e) happy vowel digraph ow (e) know G.T.G. pp. 43-44 S.P. p. 14-15 (2) Review consonant digraphs "ch", "th", G.T.G. p. 45-46 S.P. pp. 15-16 (3) Review consonants B, L, D, K and long and short vowels I, O	Students will be able to read a story and state the main idea G.T.G. p. 40 S.P. 3 T.G. p. 96-98 S.W.B. p. 43 Insights (Green) Strategy Lesson 1 T.G. pp. 138-140 S.W.B. 160-611
10/2/87	switch battery dry cell conductor circuit		

2.

Across the Fence
 Basal Reader Selection 1 Cloze Strategy Writing Strategy I Read Aloud

Informal Reading Inventory
 Phonics Inventory
 (Please note that the Rothstein Workbooks
 A,B,C, contain worksheets developing sentence
 synthesis at increasing levels of difficulty. Select
 worksheets at the appropriate level of difficulty.)

*Help for the
 Hen*
 Students will be introduced to the
 steps of the cloze procedure using
 the Cognitive Organizer Lesson #1
 and #2. Cloze H.B. p. 9-16
 Slotting
 Sentence sense/synthesis
 Rothstein T.G. pp. 24-26.

*Bones, Bones
 Bones*
 Students will be able to apply the steps
 in completing a cloze passage exercise
 Slotting
 Sentence sense
 Rothstein T.G. pp. 27-28

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3

4

Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill	Across the Fence Basal Reading Selection	Cloze Strategy	Writing Strategy	Read Al
10/5/87	<u>Plants/Flowers</u>	(1) Practice and review consonants F,S,G.	Facts/Details: Students will be able to identify facts and details by stating what buildings are made of. 6.T.G. p.49-50	<i>Some of This and Some of That</i>	Students will be able to identify pronoun referents in sentences. Cloze H.B. 17-22	Slotting Sentence Sense Rothstein T.G. pp. 28-30	
10/9/87	Seed Pollen Nectar Scent Insects	(2) Long and short vowels "U"					
10/12/87	<u>Columbus Day</u>	(1) Review consonants H,R,W.	(1) Main Idea: Insights (Green) Strategy Lesson 2. Given 4 sentences students will provide the best title T.G. pp. 144-146 S.W.B. p.62	<i>Give Us a Clue</i>	(1) Extend and review concept of pronoun referent in all related reading material. Copy a short story. Write out pronoun referents. Have students fill in the blanks.	Slotting Sentence Sense Rothstein T.G. pp. 31	
10/16/87	voyage sails ocean anchor navigator	(2) Students will decode words with "sh" (she, fish). 6.T.G. p.66 S.P. p.20 (3) Students will decode words with final Y (e -happy) 6.T.G. pp. 67-68, S.P. 21 (4) Students will decode words with "th" 6.T.G. p. 69-70 S.P. p. 23	(2) Students will underline the sentence that best tells what the story is about. 6.T.G. pp.65-66 S.P. p.19				
10/19/87	<u>Solar System</u>	(1) Students will recognize long O sound "ow" by finding the word with the same sound as the one stated. 6.T.G. p. 88 S.P. p. 29	Main Idea: Insights (Green) Strategy Lesson 3. Students will identify Main Idea and details and place them on the wheel. T.G. pp. 148-152 S.W.B. pp. 63-64	<i>Puff</i>	Cloze strategy "Likeness" Students will identify signal words that denote likeness.	Slotting Sentence Sense Rothstein pp. 29-33	
10/23/87	sun earth planets craters comets	(2) Students will identify the "ch" sound from other stated initial sounds 6.T.G. p. 89. Students will practice and review words with "sh" (she, fish), Y (happy) "ow" (O-Know) and and "ch" (Chick) 6.T.G. pp.86-90 S.P. pp. 27,29,30					
10/26/87	<u>Birds</u>	Students will practice and review vowel digraph "ee" Long vowel "i"	Main Idea: Insights (Green) Strategy Lesson 4. Students will select the best title for the story. T.G. pp. 154-158 S.W.B. pp. 67-68	<i>Every Time I Climb A Tree</i> <i>Yes, No, Maybe?</i> <i>What's it All About?</i>	Students will complete a cloze passage and recognize signal words that denote likeness.	Use Sentence Synthesis in the Content Areas Rothstein T.G. p.34	
10/30/87	migrate south nest/worms temperature	Review "ch" "sh" "th" 6.T.G. pp.96					

Month of _____
Across the Fence

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 Cloze H.B. District / #9 Cloze Handbook

Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill
11/2/87	<u>Mammals</u>	Unit Conclusion Review and reteach skills that students have not mastered	
11/6/87	vertebrate skeleton lungs warmblooded human beings	1. Review: ch (chick, much) 2. sh (sh she, fish) 3. th (thing both) that, breathe 4. ow (e know) 5. y (e happy) 6.T.G. p. 102-103	Insights: Predicting Outcomes Strategy Application T.G. p. 115
11/9/87	<u>Sound</u>	1. Contractions: Students will decode contractions with (are) you're 6.T.G. 123-124 S.P. p. 35	
11/13/87	vibrations sound waves pitch tone pluck	2. Students will decode words with soft c (s city, nice) 6.T.G. 124-125 S.P. p. 36 3. Vowel Digraphs: Students will decode words with ou (u you) 6.T.G. 125-126 S.P. p. 37 4. Review decoding words with final y (e happy) 6.T.G. 127 S.P. p. 38 5. Review consonant digraphs th (thing, both), (th that, breathe) 6.T.G. 127 S.P. p. 39	Cause and Effect: Students will underline the sentence that best tells why something happened 6.T.G. 122 S.P. p. 34 * Insights Cause and Effect T.G. 264 S.W.B. p. 114 Insights (Predicting Outcomes) Related Activities T.G. p. 116-117

Month of _____
Across the Fence

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 T G Teacher's Guide Insights/ S.W.B. Student Workbook
 Cloze H.B. District / #9 Cloze Handbook

<i>Across the Fence</i> Basal Reader Selection 1	Cloze Strategy	Writing Strategy 1	Read Aloud
Unit Conclusion 6.T.G. 100-103 Unit 2 Introduction <i>All Around Us</i> 6.T.G. p. 104-105 <i>A House Is a House</i> <i>For Me</i> 6.T.G. p. 110-111	Cloze Strategy: Differences Students will identify signal words that denote differences Cloze H.B. pp. 34-38	Sentence Synthesis Students will write a complete sentence using a menu Rothstein T.G. p. 35-36	
<i>A Window Here, A Window There</i>	Students will apply their knowledge of signal words denoting differences to complete a cloze passage pp. 105-106	Follow up using a menu to create sentences T.G. pg. 3	

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Month of _____
Across the Fence

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 T.G. Teacher's Guide Insights/ S.W.B. Student Workbook
 Cloze H.B. District / *9 Cloze Handbook

Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill
11/16/87	<u>Desert</u>	1. Consonant Blends: Students will decode words with blends sc, sk, sm, sn G.T.G. p. 143 S.P. p. 43	Details: Students will detect details from a picture. G.T.G. p. 142 S.P. p. 42
11/20/87	sand cactus arid protection conditions	2. Vowel Digraphs: Students will decode words oa (e road) G.T.G. p. 144-145 S.P. p. 44 3. Students will decode words with ea (e bread) G.T.G. p. 145-146 S.P. p. 45 4. Students will decode words with contractions are. G.T.G. p. 146-147 S.P. p. 46 5. Students will decode words with soft c G.T.G. p. 147-148 S.P. p. 47	
11/23/87	<u>Weather</u>	1. Students will practice decoding consonant blends sc, sk, sm, sn. G.T.G. p. 161 S.P. p. 50	Details: Students will underline the correct details in the paragraph. G.T.G. p. 161 S.P. p. 49
11/27/87	climate temperature thermometer meteorologist damp	2. Students will practice decoding words with vowel digraphs oa, ou, ea G.T.G. p. 162-164 S.P. p. 51-52. 3. Students will decode words with soft c G.T.G. p. 165 S.P. p. 54 4. Students will decode words with ch G.T.G. p. 166 S.P. p. 55	

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Month of _____
Across the Fence

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<i>Across the Fence</i> Basal Reader Selection I	Cloze Strategy	Writing Strategy I	Read Aloud
<i>Sea Frog, City Frog</i>	Students will be introduced to the cause and effect cloze strategy and identify cause and effect signal words. Cloze H.B. p. 23-28 Cloze grade 2 passage p. 75	Students will understand the grammatical components of a complete sentence Rothstein T.G. p. 39	
<i>A New House</i>	Students will apply the cause and effect strategy to complete the Cloze passage. Cloze H.B. p. 76	Developing a writer's wordbank Brainstorming Rothstein T.G. pp. 46-47	

Month of _____ Supplement for Students in *Mystery Sneaker*
 Code: G.T.G. Ginn Teacher's Guide: S.P. Ginn Skill Pack
 T.G. Teacher's Guide Insights, S.W.B. Student Workbook
 Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch. Dir. Skill Comprehension
9/14/87	<i>Side by Side</i>	Students will decode compound words and words with affixes G.T.G. p. 20, S.P. p. 4	Sequence. Students will identify sequence of events in a story and underline signal words. G.T.G. p. 19 S.P. p. 3
9/18/87	<i>Poem</i>		
	<i>My Friend</i>		
	<i>Charlie - All About Friends</i>		
9/21/87	<i>The Mixed-Up</i>	Students will decode words with suffixes ful, less G.T.G. p. 31 S.P. p. 7	1. Students will identify the sequence of events in the story. 2. Students will number sentences in the sequence in which the events happened. G.T.G. p. 31 S.P. p. 6
9/25/87	<i>Smell, Part 1</i>		
9/28/87	<i>The Mixed-Up</i>	Students will decode longer words: compound words and words with affixes G.T.G. 41-42, S.P. p. 11	1. Students will be able to sequence events in a story by noting signal words i.e. first, next, after etc. 2. Students will read a paragraph and given sentences tell what happened between the events listed. G.T.G. p. 40-41 S.P. p. 10.
10/2/87	<i>Smell, Part 2</i>		

Month of _____ Supplement for Students in *Mystery Sneaker*
 Code: G.T.G. Ginn Teacher's Guide: S.P. Ginn Skill Pack
 T.G. Teacher's Guide Insights, S.W.B. Student Workbook
 Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch. Dir. Skill Comprehension
10/5/87	<i>Study Skills</i>		1. Students will be able to follow oral and written directions. G.T.G. p. 45
10/9/87	<i>Mrs. Birdie's Bread</i>	Students will decode compound words and words with affixes. G.T.G. p. 56	2. Drawing Conclusions: Given a paragraph students will circle the word that best completes the paragraph. G.T.G. p. 52, S.P. p. 14
	Checkpoint:	1. Decoding long words	1. Sequence/Study Skills Directions
10/12/87	<i>Robin and</i>	1. Suffixes: Students will decode words with suffixes ful and less G.T.G. 67, S.P. p. 18	1. Authors Purpose: Students will identify author's purpose in real and make-believe selections. G.T.G. p. 65, S.P. p. 17
10/16/87	<i>the Sled Dog</i>		2. Drawing Conclusions: Students will be able to draw conclusions from given information in the text. G.T.G. p. 66, S.P. p. 22
10/19/87	<i>About Dogs</i>	Students will decode long words by using an appropriate decoding strategy. G.T.G. p. 77, S.P. p. 23	1. Sequence: Students will identify the sequence of events in a story. (emphasize signal word that denote sequence)
10/23/87			

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 Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch. Dir. Skill Comprehension
11/2/87 11/6/87	<i>Arion</i>	1. Students will decode long words and identify how words are made longer (i.e. compound, prefixes, suffixes etc.) G.T.G. p. 93, S.P. p. 28	1. Sequence: Students will identify the sequence of events in a story. 2. G.T.G. p. 92-93, S.P. p. 27
11/9/87 11/13/87	<i>The Friendly Dolphins</i>	Students will practice decoding words longer in length. G.T.G. pp. 101-102 S.P. p. 31	1. Author's Purpose: Students will identify author's purpose in real and make-believe stories.
*Please note that this is the type of selection that is used on the DRP test			
Checkpoint G.T.G. pp. 104-109		1. Long Words	1. Sequence
11/16/87 11/20/87	<i>How High the Sky</i> <i>Ameilia's Flying Machine</i> <i>Crafts Card Board House</i>	1. Vowels with r. Students will decode words with ir (er, bird), (er term) or (er, work), ur (er fur) G.T.G. p. 129-130 S.P. p. 36	1. Students will diagram/chart the components of a story: Story, problem Story solution, other possible solutions G.T.G. p. 110-112 2. Main Idea: Students will identify in a story. G.T.G. p. 127-128 S.P. p. 3
11/23/87 11/27/87		1. Students will review vowels "r"	1. Sequence: Students will use illustrations to show sequence.

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Cloze Hand Book District #9 Cloze Handbook

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
9/14/87	<i>The Wobbly</i>	1. Students will decode words with o (u love) G.T.G. p. 19. S.P. p.3	1. Students will identify similarities and differences between characters, things, and places. G.T.G. p. 18-19 S.P. p. 2
9/18/87	<i>Tooth</i> <i>Tooth Trouble</i>	2. Students will decode words that drop final "e" before adding ing, er, est G.T.G. pp. 20-21 S.P. p. 4 3. Students will form contractions. I've, we'll, they're, we're etc. G.T.G. p. 21. S.P. p. 5	
9/21/87	<i>The Surprise</i>	1. Students will decode words with wr (r write) G.T.G. p. 35-36 S.P. page 8	1. Students will be able to sequence events in a story and identify sequence signal words. G.T.G. p. 34-35, S.P. p. 7
9/25.87	<i>Party, Part 1</i>		
9/28/87	<i>The Surprise</i>	Inflections: 1. Students will decode words that drop the final e before adding ing, er, est G.T.G. p. 46-47 S.P. p. 10	Predicting Outcomes/ Drawing Conclusions Insights (See other plans)
10/2/87	<i>Party, Part 11</i>	2. Students will decode words with o (u love) G.T.G. p. 47. S.P. p. 11	Students will identify clues that lead them to predict the correct outcome to the story.

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
10/5/87 10/9/87	<i>Something Special</i>	1. Students will decode words with doubled medial consonants with le, er. G.T.G. p. 62 S.P. p. 15 2. Students will decode words that drop the final e before adding ing, er, est. G.T.G. p. 63 S.P. p. 16 3. Students will decode adjectives with inflections er, est. G.T.G. p. 64, S.P. p. 18	Main Idea: Students will be able to identify the M.I. in a paragraph. G.T.G. p. 16, S.P. p. 14
10/12/87 10/16/87	Checkpoint <i>Meet Jack Kent An Old Kitten is a Cat</i>	1. Review: A. Vowel o B. Consonant digraph wr C. Doubled Consonants with le D. Drop e before ed 1. Students will decode words in which y is changed to i before adding ed, es, er, est. G.T.G. p. 82, 83, S.P. p. 22	Main Idea: Students will be able to identify the M.I. in a paragraph.
10/19/87 10/23/87	<i>They Work So You Can Talk</i>	- Inflections: 1. Students will be able to decode Plural possessive nouns. G.T.G. p. 95-96 S.P. p. 27 2. Students will decode words in which y is changed to i before adding ed, es, er, est. 3. Students will decode words with doubled medial consonants with le, er. G.T.G. p. 97 S.P. p. 29	Main Idea: Students will be able to identify M.I. in a paragraph. G.T.G. p. 95 S.P. p. 26

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
10/26/87	<i>I Have</i>	1. Students will decode words in which y is changed to i before adding ed, es, er, est. G.T.G. p. 112, S.P. p. 33	Students will identify M.I. in a paragraph emphasizing M.I. as a topic sentence
10/30/87	<i>a Sister</i>	2. Word parts: Students will decode words with doubled medial consonants with le, er. G.T.G. p. 113, S.P. p. 34. 3. Students will decode words that drop the final e before adding ing, er, est. G.T.G. p. 113 S.P. p. 35	

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
11/2/87	Checkpoint	Assessment of :	
11/6/87	G.T.G. 115-118	1. Dropped e before endings 2. Doubled medial consonants with "le", "er" 3. y changed to i =before endings	Main Idea
Unit 11 Look High and Low By the Sandy Water Poem G.T.G. 120-128			
11/9/87	<i>Fish Story</i>	1. Students will decode words with suffixes ly, y. G.T.G. p. 140-141 S.P. p. 39	Details: Small facts that tell about people, places, objects, and events. Students will describe people, places, objects and events in the story G.T.G. p. 139-140 S.P. p. 38
11/13/87		2. Students will decode words that drop the final e before adding ing, er, est G.T.G. p. 141 S.P. p. 40	
11/16/87	<i>Andre:</i>	1. Consonant Digraphs: Students will decode words with kn (n-Know) gn (n gnaw) G.T.G. p. 156 -S.P. p. 45	Details: 1. Students will describe people, places objects and events in the story G.T.G. p. 155 S. P. P. 43 2. Students will identify the correct sequence of events in a story G.T.G. p. 155, S.P. p. 44
11/21/87	<i>A Very Special Seal</i>	2. Suffixes: Students will decode words with suffixes ly, y. G.T.G. p. 157, S.P. p. 46 3. Doubled medial consonants with "le", "er" G.T.G. p. 158 S.P. p. 47	
11/23/87	<i>Study Skill: Maps</i>		Students will identify map symbols to read and interpret information on a map.

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
11/30/87	<i>Anansi Finds</i>	1. Students will decode words with vowel digraphs ie(e-field) G.T.G. p. 52	1. Review Predicting Outcomes in Non Fiction Text I.T.G. p. 118-119
12/4/87	<i>a Fool</i> G.T.G. 164	2. Students will practice decoding words with consonant digraphs kn(n-know), gn (gnaw) G.T.G. p. 177, S.P. p. 53	2. Students will identify Main Idea of a paragraph G.T.G. p. 176, S.P. p. 51
12/7/87	<i>Checkpoint</i>	1. Students will decode words with the "ie" vowel sound	1. Sequence Strategy Lesson 1 Students will be introduced to the concept of sequence. I.T.G. p. 46-48 S.W.B. p. 19
12/11/87	<i>The Wind</i> G.T.G. 180-184	2. Students will be able to state how "ly & y" change the meaning of a word. G.T.G. p. 182	2. Given a paragraph, students will identify details in a multiple choice setting. G.T.G. p. 180-182
12/14/87	<i>Wind is to</i>	1. Students will decode words with consonants trigraphs "tch" pitch, hitch, G.T.G. p. 197, S.p. p. 57	1. Students will identify details that describe people, places and events.
12/18/87	<i>Feel</i>	2. Students will practice decoding vowel digraphs ie(e-field) wr (r-write). G.T.G. p. 198 S.P. 58-59.	2. Strategy Lesson 2 A. Students will tell what happens next I.T.G. p. 49 52. S.W.B. p. 20
12/21/87	<i>Science Reading</i>	Review decoding skills "tch"	1. Review skills: sequence and details.
12/13/87	<i>What's It All About</i>	"ch"catch, "ie"-field "wr"-write suffix ly, y	

Month of _____ Supplement for Students in *Mystery Sneaker*
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Week	Basal Reader Selection	Decoding	Tch. Dir. Skill Comprehension
11/30/87	<i>Garrett</i>	1. Students will decode words with ir (er-bird) er (er-term) ur (er-fur) G.T.G. p. 146, S.P. p.43	1. Students will identify the Main Idea in the story G.T.G. p.145 S.P. p. 41. 2. Students will identify sequence of events in a story. G.T.G. 145, S.P. p.42
12/4/87	<i>Morgan: The Wondering Man</i>		
12/7/87	<i>The case of the</i>	1. Students will practice decoding words with ir, er, ur G.T. G. p. 158 S.P. p. 47.	1. Strategy Lesson 1. Given a list of words students will put them in the correct sequence I. T.G. p.46-48 S.W.B. p. 19 2. Students will identify Main Idea of the Story G.T.G. 157, S.P. 46
12/11/87	<i>Missing Home-</i>		
	<i>work G.T.G. p. 148</i>		
	<i>Life Skills G.T.G. p. 158</i>		
	<i>Checkpoint G.T.G. p. 160</i>		
12/14/87	<i>The First</i>	1. Students will practice practice decoding words will ir, er, ur G.T.G. p. 172 S.P. 52	1. Strategy Lesson 2. Students will tell what happens next (sequence) I.T.G. p. 49 52 S.W.B. p. 20 2. Students will identify 3 events in the story First Balloon... 3. Students will identify details that support the Main Idea G.T.G. p. 171-172, S.P. p. 51
12/18/87	<i>Balloon Flight</i>		
	<i>in North American</i>		
	<i>G.T.G. 163</i>		
12/21/87	<i>Study Skill</i>	Review suffixes ful/less	1. Study Skills: Students will interpret information from a map using symbols,
12/23/87	<i>Maps</i>		
	G.T.G. p.174		

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Across the Fence

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Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill	<i>Across the Fence</i> Basal Reader Selection 1	Cloze Strategy	Writing Strategy 1	Read Aloud
11/30/87	1. Dinosaurs	1. Students will decode words with consonant blends	1. Students will identify details in a story G.T.G. p. 179 S.P. p. 57 and "ea"-bread	<i>Where Do Animals Live?</i> 1. Given a paragraph, students are shown how words are defined in context in content area materials and how to complete a related deletion. Ex. Basin: Sometimes there is a low spot or hollow in the land. It is called a basin. Water often runs into a basin. Often it keeps running in after the _____ is full. The same water runs out of the basin at its lowest point.	1. "Composing sentences" Develop word bank through brainstorming Names, Nouns, Describing Words, Verbs Rothstein p. 46-51		
12/4/87	2. Fossils 3. Pre-historic 4. skeletons 5. coral	2. Students will decode words with vowel digraphs "ea" (e-road) G.T.G. p. 180-181 S.P. 59-60 3. Students will review words with contraction "are" G.T.G. p. 182 S.P. 61 4. Students will review vowel digraph "ow" (o-know) G.T.G. p. 183 S.P. p. 62	2. Review Predicting Outcomes from a non-fiction text I.T.G. p. 118-119. 3. Distinguishing between fiction and non-fiction G.T.G. p. 186	2. Review: Pronoun Referent and Cause and Effect p. 61, p. 75 3. Defining words p. 18-19 Random House			
12/7/87	<u>Digestive System</u>	1. Students will decode words with c (s-city, nice), c (k-cat) G.T.G. p. 189	1. Students will identify details from picture G.T.G. p. 191 and identify details in a given sentence G.T.G. p. 192-193	<i>Who Likes What?</i> 1. Review: Likeness & Differences p. 89, p. 117 <i>Finding A Home</i> 2. Defining words p. 20-21 Random House <i>The Animals</i> G.T.G. p. 190 Unit Conclusions G.T.G. p. 192	1. Sentence Composing Continued Develop word banks-descriptive adjectives to make interesting sentences. Rothstein p. 52-53		
12/11/87	1. Digestion 2. mouth 3. teeth 4. stomach 5. intestine	2. Review decoding words with sc (sk-scale), (sm-smile), (sn, snake) 3. Review decoding words with oa (o-road) (ea-bread) G.T.G. p. 193-195	2. Strategy Lesson 1 Sequence Students will be introduced to the concept of sequence I.T.G. p. 46-48 S.W.B. p. 19.				

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Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Skill	<i>Across the Fence</i> Basal Reader Selection 1	Cloze Strategy	Writing Strategy 1	Read Aloud
12/14/87	<u>Families of</u>						
12/18/87	<u>Musical Instru- ments</u>	1. Students will decode words with "mp" jump G.T.G. p. 216-S.P. p. 69 2. Students will decode words with aw(o-saw) G.T.G. 218 S.P. 70 3. Students will decode words with c (s-city) (sk-scale), (sm-smile), (sn, snake) G.T.G. p. 219, S.P. p. 71	1. Strategy Lesson 2 Given 3 sentences students will be able to tell what happened next, I.T.G. p. 49-52 S.W.B. p. 20 2. Students will identify Main Idea in a story (review) G.T.G. p. 215 S.P. p. 67 3. Students will identify details in a story (review) G.T.G. p. 217 S.P. p. 68	<i>Unit 3 What Do You Say?</i> Click! Click! G.T.G. p. 196-221	Given content area material students will find other words in the text that mean the same thing. To the teacher identify text material that addresses this concept. Example: She had many years of schooling. She was an educated woman.	Sentence Expansion: Students will expand a sentence by adding more details. Rothstein p. 54-55	
12/21/87	Review Content	1. Review decoding skills: oa (o-road) ea (e-bread) contraction "are"	1. Review skills: sequence and details	Review and reread a story	Cloze: Select a cloze passage. Students will complete the deletions in a cloze passage and identify clue words. Map the passage.	Sentence expansion using Christmas as a theme	
12/23/87	area vocabulary						

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Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Comprehension Skill	<i>Glad To Meet You</i> Basal Reader Selection I	Cloze Strategy	Writing Strategy I	Read Aloud
11/30/87 12/4/87	1 Dinosaurs 2 Fossils 3 Pre-historic 4 skeletons 5 coral	1 Review vowel digraphs "oo" as in book and spoon, ew (u-chew), doubling consonants before "ing" G.T.G. p. 122-125	1. Study Skill: Interpreting a picture key. G.T.G. p. 118-119 2. Review Predicting outcomes in Non Fiction Text I.G.T. p. 118-119	<i>Social Studies Reading</i> <i>What is it all About?</i> G.T.G. p. 117 <i>Checkpoint</i> G.T.G. p. 120 <i>Unit Conclusion</i> G.T.G. p. 123	1. Given a paragraph, students are shown how words are defined in context in content area materials and how to complete a related deletion. Ex Basin: Sometimes there is a low spot or hollow in the land. It is called a basin. Water often runs into a basin. Often it keeps running in after the _____ is full. The same water runs out of the basin at its lowest point.	1. "Composing sentences" Develop a word bank through brainstorming: Names, Nouns, Describing Words, Verbs Rothstein p. 46-51	
12/7/87 12/11/87	Digestive System 1 Digestion 2 Mouth 3 Teeth 4 Stomach 5 Intestine	1. Students will decode words with ie (i-pie) G.T.G. p. 142 S.P. p. 36 2. Students will decode words with i (gh), (i-high) G.T.G. p. 143, S.P. p. 37	1. Sequence Insights: Students will be introduced to the concept of sequence I.T.G. 46-48 S.W.B. p. 19 2. Students will predict probable outcome from the story G.T.G. p. 141, S.P. p. 35	<i>Unit 2 Introduction</i> <i>What's Going On?</i> <i>Winifred</i>	1. Review: Likeness & Differences p. 89, p. 117 2. Defining words p. 20-21 Random House	1. Sentence Composing Continued: Develop word banks- descriptive adjectives to make interesting sentences Rothstein p. 52-53	

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Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Comprehension Skill	<i>Glad To Meet You</i> Basal Reader Selection I	Cloze Strategy	Writing Strategy I Read Aloud
12/14/87 12/18/87	<u>Families of Musical Instruments</u> 1. Strings 2. Woodwinds 3. Brass 4. Percussion 5. Electronic Musical Instruments	1. Students will decode words with au (gh) (o cause, caught) 6 T.G. p. 158, S.P. p. 42 2. Students will decode words with o (o-moth, corn) 6 T.G. p. 159, S.P. p. 43 3. Students will practice decoding words with (ie-pie), (i-gh), (i-high)	1. Sequence Strategy Lesson 2 Students will tell what happens next. I.T.G. p. 49-52 S.W.B. p. 20. 2. Students will identify sequence of three events in a story. G.T.G. p. 157 S.P. p. 41	<i>Morris Has A Cold</i> G.T.G. p. 146-161	Given content area material students will find other words in the text that mean the same thing. To the teacher: identify text material that addresses this concept. Example: She had many years of schooling. She was an educated woman.	Sentence Expansion. Students will expand a sentence by adding more details. Rothstein p. 54-55
12/21/87 12/23/87	Review Content area vocabulary	1. Review decoding words: ew (u-chew) ew (yu-few) 2. Double final consonant before ing, ed	Review Predicting Outcomes and sequence	Review and reread a story	Select a cloze passage. Students will complete the deletions in the passage and identify clue words. Map the passage.	Sentence expansion using Christmas as a theme.

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
1/4/88	<i>Anansi Finds a Fool</i> G.T.G. p. 164-179	1. Vowel Digraph: Decoding words with ie (e-field) G.T.G. p. 176, S.P. 52 2. Consonant Digraphs: Decoding words with kn (kn-know), gn (gnaw) G.T.G. p. 177, S.P. 53	Students will review identifying the main idea of a paragraph G.T.G. p. 176, S.P. 51
1/11/88		Checkpoint G.T.G. 180-182 Decoding: vowel- ie, suffixes ly, y <i>The Wind</i> G.T.G pp.183-184	
1/11/87	<i>Wind is to Feel</i> G.T.G. 186-200	1. Consonant Trigraph: Students will decode words with tch (ch catch) G.T.G. p. 197, S.P. 57 2. Vowel Digraph: Students will practice decoding words with ie(e-field) G.T.G. p. 198 S.P. 58 3. Students will review decoding words with wr(r-write) G.T.G. p. 198, S.P. 59	1. Students will practice identifying details that describe people, places, objects, and events. G.T.G. p. 196, S.P. 56

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Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
1/18/88		Science Reading: What's It All About G.T.G. pp. 201-203 Study Skills: Headings-Directions	
1/18/88	<i>What the Wind Told</i> G.T.G. 186-200	1. Consonant Trigraph: Students will decode words with tch (ch catch) G.T.G. p. 214, S.P. 64 2. Suffixes: Students will practice decoding words with suffixes ly, y G.T.G. p. 215, S.P. 65	Students will practice identifying details that describe people, places, objects, and events. G.T.G. p. 213, S.P. 63
1/25/88	<i>Feather in The Wind</i> G.T.G. pp. 218-234	1. Vowel Digraph: Students will practice decoding words with ie (e-field) G.T.G. p. 232 S.P. 69 2. Suffixes: Students will practice decoding words with suffixes ly, y G.T.G. p. 232, S.P. 70 3. Students will review decoding words in which y is changed to i before adding ed, es, er, est G.T.G. p. 233, S.P. 71	Students will review identifying similarities and differences between characters, things, and places G.T.G. p. 231, S.P. 68

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Week	Vocabulary	Decoding	Insights/Ginn Tchr. Dir. Comprehension Skill
1/4/86	1. How much? 2. How many are left? 3. How many less? 4. How many more? 5. Take away.	1. Vowel digraphs. Students will decode words with vowel o (au) (gh) (o-moth, corn) G.T.G. p. 174, S.P. p. 48 2. Students will decode words with ie (i-pie) i (gh) i (high) G.T.G. p. 175 S.P. p. 49 3. Inflections: Students will decode words with doubled final consonants before "ing", "ed", G.T.G. p. 175 S.P. p. 50	1. Review Strategy 1: Given a list of words students will complete the sequence by telling what comes next I.T.G. pg. 46-48 2. Strategy Lesson 2: Given word problems, students will be able to complete the sequence I.T.G. p. 49-53, S.W.B. p. 20-21 3. Ginn: Sequence - Students will identify 3 events in a story G.T.G. p. 173 S.P. p. 47
Math Reading G.T.G. p. 177-179 S.P. p. 51 Checkpoint G.T.G. 180-182 Student text pp. 94-95 Vocabulary - Multi-meaning words			
1/11/86	1. Fresh water 2. Salt water 3. ammonia 4. algae 5. cell	1. Inflections: Students will decode adjectives with er, est, G.T.G. p. 193 S.P. p. 54 2. Students will practice decoding words with vowel digraphs (au) (gh) (o-moth, corn) first, then, finally I.T.G. 54-56 3. Students will decode words with ou (u) word G.T.G. p. 195 S.P. p. 56	1. Stds will I.D. sequence of 3 events in a story. G.T.G. p. 192 S.P. p. 53 2. Students will identify sequence of events in the read aloud story 3. Strategy lesson 3: Students will identify clue words in sequence S.W.B. p. 23

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Basal Reader Selection I	Cloze Strategy	Writing Strategy	Real
<i>A Lost Donkey?</i> G.T.G. pp. 162-176 Math Reading G.T.G. p. 188-179	1. Review Likenesses Cloze H.B. p. 29-33 Pandom House pp. 2-3. Students will identify the words that make the most sense in a sentence 2. Using direct statements to find word meanings Lesson 1 pp. 1-2 Soc. Stud. Word Clues	Students will use expansion to develop a paragraph Rothstein pp. 56-58 Please submit students' paragraphs with plan book	
Comprehension - Sequence Decoding: Vowels ie, i (gh), au, au(gh).			
<i>The New Girl At School</i>	1. Students will choose the word that makes the most sense by understanding like relationships Pandom House pp. 4-5 2. Using Direct Statements to find Word Meanings in Two Sentences p. 2-3 Social Study Clue Words pp. 2-3	Using expansion to develop Paragraph Rothstein p. 59 Please submit students' paragraphs with plan book	

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Week / Vocabulary Decoding		Insights Tchr. Dir. Comprehension Skill I	Ginn Comprehension Skill
1/18/68	1 Students will decode words with 'g' (j-gem), (age) G T G pp. 210	Strategy Less. 4 Given 4 sentences students will number sentences to show the correct sequence	1 Students will identify 3 events in a story.
2 equator	S P p. 60	I T G p. 59-62 S W B p. 25-26	G T G pp. 211
3 hurricane	2 Students will practice decoding adjectives with inflections er, est		S P p. 59
4 humidity	G T G pp. 211, S P p. 61		
5 jungle			
1/25/68	1 Students will practice decoding adjectives with inflections er, est	Strategy lesson 5 Given parts of a story, students will put them in the proper sequence I T G p. 63	Drawing Conclusions Paying attention to details in a story
2 frontier	G T G pp. 225, S P p. 65	67 S W B pp. 27-30	students will draw a conclusion about something
3 develop	2 Students will practice decoding words with 'g' (j-gem), (age) G T G.		G T G p. 225
4 pony express	3 Students will review decoding words with ew (u-chew) ew (yu-few)		S W B p. 64
5 covered wagon			

Glad To Meet You

Basal Reader Selection I	Cloze Strategy	Writing Strategy	Read Aloud
<i>Catch a Little Rhyme</i> G T G 197-199-Students will observe rhyme and rhythm in poetry	1 Students will review clue words that denote differences S D 9 H B. pp. 34-38 passages 103-117 2 Students will select words that make the most sense by understanding differences Random House pp. 6-7 3 Students will use experience to find word meanings (Science Word Clues) pp. 1-3	Students will practice expanding topic sentences to develop enriched paragraphs Rothstein T G p. 59/ Worksheets Level A pp. 11-12 Level B pp. 9-10 Level C pp. 7-8	
<i>A Note From Room 12</i> G T G pp. 214-228	1 Using Experience to Find Word Meanings in Two Sentences Emphasize Pronoun Referents (Science Word Clues pp. 3-5) 2 Pronoun Referents Cloze H B pp. 17-22	1 Students will practice expanding sentences and using the expanded sentence to develop enriched paragraphs Rothstein Worksheets Level A pp. 13-14 Level B pp. 11-12 Level C pp. 9-10	

Month of _____ *Across the Fence* Code G T G Ginn Teacher's Guide Ginn Skillpack/5 P
 I T G Insights Teacher's Guide, S W B, Insights Student Workbook
 Cloze Hand Book District #9-Cloze H B

Week	Basal Reader Vocabulary Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension	Cloze Strategy	Writing Strategy	Read Al
1/4/88 Please Give Unit 2 Test-Request Computer Cards and Unit Tests from Mr. Silverstein Unit Three Introduction <i>What Do You Say?</i> G T G p. 196-199							
1 How much? <i>Click! Click!</i>	G T G pp 204-	1 Consonant Blend Students will decode words with mp (jump) G T G p 216m S P p 69	1 Review Strategy Lesson 1. Given a list of words students will complete the sequence by telling what comes next I T G p 49-53 S W B p 20-21	1 Students will I D. details in a story G T G p 216 S P p 66	1 Review Likenesses Cloze H B p 29-33 Random House pp 2-3 Students will identify the words that make the most sense in a sentence. 2 Using direct statements to find word meanings Lesson 1 pp 1-2 Soc Stud Word Clues	Students will use expansion to develop a paragraph Rothstein pp 56-58 Please submit students paragraphs with plan book	
2 How many are left? 221		2 Vowel Digraph Students will decode words with aw (o-saw) G T G p 216, S P 70	2 Strategy Lesson 2 Given word problems, students will complete the sequence I T G pp 49-53 S W B pp 20-21				
3 How many less?		3 Students will review consonant blends c (s city nice), sc (sk scale), (sm-smile), (s -snake) G T G p 219, S P p 71					
4 How many more?		4 Students will decode words with contractions "are" G T G p 220, S P p 72					
5 Take away							
1/1/88	1. <i>What is a Walkie Talkie?</i> G T G p 221-225 2 <i>Hello is Some- thing You Can Show</i>	1 Students will decode words with long vowel y(i-by) G T G p 236 S P p 76 2 Vowel Digraph. Students will decode with oo (u-sound) G T G p 240 S P p 77	1 Strategy Less 3 Students will clue words in sequence i.e. first, then finally I T G 54-58 S W B p 23	1 Students will recognize cause & effect relations G T G p 237 S P p 75	1 Students will choose the word that makes the most sense by understanding like relationships Random House pp 4-5 2 Using Direct Statements to Find Word Meanings in Two Sentences p 2-3 Social Study Clue Words pp 2-3	Using expansion to develop a Paragraph Rothstein p 59 Please submit students paragraphs with plan book	

1A

Month of _____

Across the Fence Code: G T G Ginn Teacher's Guide: Ginn Skillpack/S.P.
I T.G. Insights Teacher's Guide, S W B Insights Student Workbook
Cloze Hand Book District #9-Cloze H.B.

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Week Basal Reader Decoding Insights Tch Dir: Skill Ginn
Vocabulary Selection Skill Comprehension Comprehension

1/1/87

3. Consonant Blends

Students will decode

words with: (ft-soft)

(it-melt), (nt-went).

(pt-crep) G T G p 241

S P p 78

4. Students will practice

decoding words with

mp (jump) G T G p 242

S P p 75

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I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader Vocabulary Selection	Decoding Skill	Insights Tch Dir. Skill Comprehension	Ginn Comprehension
1/18/88	<i>Blum</i>	1. Students will practice decoding words with long vowel y(i-by)	1. Strategy Less. 4 Given 4 sentences students will number sentences to show the correct sequence	Students will practice recognizing cause/effect relationships
1. tropical	G T G p. 244-	G T G p. 260-	I T G. p. 59-62 S.W.B.	6 T G. p. 260-
2. equator	245	S.P. p. 83	p. 25-26	S.P. p. 82
3. hurricane	<i>The Surprise</i>	2. Consonant Blends: Students will decode words with (ft-soft) (lt-melt), (nt-went), (pt-crep) G T G. p. 262		
4. humidity	G T G p. 246-	S.P. p. 85		
5. jungle	263	3. Vowel Digraph: Students will decode words with aw (o-saw) G T G p. 262 S.P. 86		

1/25/88	<i>What Does A Pig Say?</i>	1. Students will practice decoding words with long vowel y(i-by)	Strategy Lesson 5 Given parts of story students will put them in the proper sequence	Students will practice recognizing cause and effect relationships
1. pioneer	G T G pp. 264-	G T G pp. 274-	I T G. p. 63-67 S.W.B.	G T G pp. 273-
2. frontier	279.	S.P. p. 89	pp. 27-30	S.P. p. 88
3. develop		2. Students will practice decoding words with oo (u-son) G T G pp. 274-		
4. pony		S.P. p. 90		
5. express		3. Consonant Blends: Students will decode words with (ft-soft) (lt-melt), (nt-went), (pt-crep), (np-jump)		
5. jungle		G T G. p. 275, S.P. p. 91		

Cloze Strategy	Writing Strategy
1. Students will review clue words that denote differences. S.D. G.H.B. pp. 34-38 passages 103-117	Students will practice expanding topic sentences to develop expanded paragraphs Rothstein T.G. p. 59/ Worksheets
2. Students will select words that make the most sense by understanding differences. Random House pp. 6-7	Level A pp. 11-12
3. Students will use experience to find word meanings (Science Word Clues) pp. 1-3	Level B pp. 9-10
	Level C pp. 7-8

1. Using Experience to Find Word Meanings in Two Sentences Emphasize Pronoun Referents (Science Word Clues pp. 3-5)
2. Pronoun Referents Cloze H.B. pp. 17-22

1. Students will practice expanding sentences and using the expanded sentence to develop expanded paragraphs Rothstein Worksheets
- Level A pp. 13-14
- Level B pp. 11-12
- Level C pp. 9-10

2A

Month of _____ *Across the Fence* Code G T G Ginn Teacher's Guide Ginn Skillpack/S P
 I T G Insights Teacher's Guide, S W B Insights Student Workbook
 Cloze Hand Book District #9-Cloze H B.

Week	Basal Reader	Decoding	Insights Tch Dir	Skill	Ginn
Vocabulary	Selection	Skill	Comprehension	Comprehension	Comprehension
1/25/68		4 Vowel Digraph. Students will decode words with aw (a-saw) G T G p 276. S P 92 5 Vowel Digraph Students will decode words with oo (u-such) G T G p 277 S P p 93			

Month of February

Glad To Meet You Code G T O Ginn Teacher's Guide Ginn skillpack S P
I T O Insights Teacher's Guide, S W B Insights Student Workbook
Cloze Hand Book District #9 Cloze H B

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension	Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Final Ahead
2/1/88	1 Study Skills 1 G T O 229-231 S P p 68 Students will locate information by using the Table of Contents	1 Review decoding (A) ie (i-pie) (B) i (gh)i (i-igh) (C) aw (igh) (o cause, caught) (D) e (o muth, corn) (E) Inflectional Endings (er-est)	1 Students will put parts of the story in the correct sequence I T O p 68 Use Re-o, experience chart, or board	Sequence Review Given part of a comic strip students will put strips in correct sequence	2/1/88	1 abdomen 2 muscle 3 bump 4 cut (diagn) 5 rest (v)	1 Using Words in Context Sentence Clues p 7 2 Choosing the Best Word Paraphrase p 25 Practice 2	1 Expand with one describing word Develop a sentence using a preposition collect in free p 10 2 Refinement p 27-30 Level A p 11 C p 11	
2/6/88	Unit 2 Testing Request Unit Tests from Ffr Silverstein								
2/8/88	Unit 3 Introduction <i>Imagine That</i> G T O p 238-241 <i>Waiting at the Window</i> G T O p 124-125 Poem <i>Mudge's Magic Show</i>	1 Vowel Digraphs Decode words with oi (oi-oil), oy (oi-boy) G T O p 259, S P p 71 2 Students will review words with oi (oi-oil), oy (oi-boy) G T O p 9	Predicting Outcomes Review skill use Green Insights Strategy Lesson 11 Less# 10 Given 4 pictures students will identify the picture on the right that shows what might happen Green Insights P 38-40 S W B p 15	Students will predict the probable outcome of the story G T O p 258 S P p 70	2/8/88	1 farthest 2 celcius 3 boiling point 4 freezing 5 kindling	1 Using words in Context See Stud Clue Words p 5 2 Cloze passage Paraphrase p 32 Choose the word that makes the best sense in a story Circle the clue word	1 Expand with two describing words Rothstein p 11-12 Level A p 11-12 2 Rothstein p 11-12 Level A p 11 C p 11	
2/15/88	<i>The Mysterries of Science</i> G T O 263-279	1 Consonant Digraphs Students will decode words with wh (hw, w, what, h, whole) G T O p 276 S P p 77 2 Vowel Digraphs Students will practice words with oi (oi-oil), oy (oi-boy) G T O p 277, S P p 78	Review Predicting Outcomes Green Insights Strategy Lesson 11 Students will read a paragraph and write what they think will happen next	Given specific details in the story, students will draw conclusions about something in the story G T O p 275 S P p 76	2/15/88	1 industry 2 technology 3 robots 4 production 5 factor	1 2A Using punctuation signals to find word meanings p 60-7 2 Social Study Word Clues Identify and emphasize concept in story content area reading 3 Using Cloze passage # 1 I T O p 120	1 Using affixation, student will add affixes to enhance the sentence p 64	

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 I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
 Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader	Decoding	Insights Tch Dir	Skill	Ginn
Vocabulary	Selection	Skill	Comprehension		Comprehension
2/1/88	Review	Decoding:	1. Students will put part of a story	Drawing conclusions	
What makes it happen?	1) mp (jump)		in correct sequence. I.T.G. p. 68	Students will draw	
G.T.G. p. 280	2) y (i-by)		Use Rexo, Experience chart,	conclusions about the ideas	
Unit Conclusion	3) oo (u-soon)		on board	or events in a story	
G.T.G. 282-285	4) aw (o-saw)			G.T.G. p. 305 S.P. p. 98	

Administer Unit 3 test: Request unit tests and computer cards from Mr. Silverstein

2/8/88	1. Students will decode words with	1. Predicting outcomes	1. Drawing Conclusions
Unit Introduction	(sw-swim), (tw-twin) G.T.G.	Review. Use Green Insights	Students will draw
That's the Way It	p. 305, S.P. p. 99	p. 30-40 S.W.B. p. 15	conclusions about an
Happened.	2. Inflections: Students	Strategy Lesson #1	idea or events in a
	will decode nouns and verbs	Given four pictures the	story. G.T.G.
	with inflection (es) G.T.G.	students will identify the	p. 305 S.P. p. 98
	307, S.P. 100	picture on the right that	
	3. Students will review	shows what might happen	
	decoding words with		
	oo (u soon) G.T.G. p. 308		
	S.P. p. 101		
	4. Students will review decoding		
	words with aw (o saw)		
	G.T.G. p. 308 S.P. p. 102		

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Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
2/15/88 <i>What is a Play?</i> G.T.G. 312-331	1. Students will decode words with a (o-call) G.T.G. p. 326, S.P. p. 105 2. Students will decode words with contraction "would" G.T.G. p. 327 S.P. p. 106. 3. Students will decode words with (sw-swim) and (tw-twin) G.T.G. p. 328 S.P. p. 107 4. Students will decode words with ea (e-bread) G.T.G. p. 329 S.P. p. 108 5. Students will review words with imp- jump), G.T.G. p. 330, S.P. p. 109	1. Students will predict the outcome of a given paragraph and write what they think will happen next. Green Insights Strategy Lesson 2 p. 441-44 S.W.B. p. 16-17	Students will practice draw- ing conclusions about ideas, or events in a story G.T.G. p. 325 S.P. 104	
2/22/88 <i>The Blue Forest</i>	1. Students will decode words with a a (o-call) G.T.G. p. 346, S.P. p. 112 2. Students will decode words with contraction "would" G.T.G. p. 346 S.P. p. 113 3. Students will decode nouns, verbs with inflectional endings G.T.G. p. 347, S.P. p. 114 4. Students will review decoding words with consonant blends (sw-swim), (tw-twin) G.T.G. p. 348, S.P. p. 115 5. Students will decode words with long vowel y (i-by) G.T.G. p. 348, S.P. p. 116.	1. Students will distinguish between fact and opinion Orange I.T.G. p. 171-177 S.W.B. p. 77-78	1. Students will practice drawing conclusions about the ideas in a story G.T.G. p. 345 S.P. p. 111	

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Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir. Skill Comprehension	Ginn Comprehension
2/29/88	1. Students will practice decoding words a (o-call) G.T.G. p. 36-4, S.P. p. 120	1. Strategy Lesson 2	1. Students will review cause and effect relationships. G.T.G. p. 363	
<i>How Little Lamb</i>	2. Students will decode words with contraction "would" G.T.G. p. 365 S.P. p. 121	Students will decide if a given statement is a fact or opinion. O.I.T.G. p. 178 182, S.W.B. p. 79-80	S.P. p. 118	
<i>Foiled Coyote</i>	3. Students will decode nouns, verbs with inflectional endings G.T.G. p. 365, S.P. p. 122		2. Students will review identifying Main Idea G.T.G. p. 363, S.P. p. 119	
	4. Students will decode words with consonant blends (nl-went), (lt-melt) (ft-felt), (pt-wept), G.T.G. p. 366 S.P. p. 123			

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
2/1/88	1. abdomen 2. muscle 3. lungs 4. ear drum 5. nerves	1. Using Words in Context Science Clues: p. 7 2. Choosing the Best Word Random House p. 28, Practice 29	1. Expand with one describing word. Develop each sentence into a paragraph Rothstein T.G. p. 60 2. Rothstein <i>Easy Writer</i> Level A p. 15 B p. 11 C p. 11	
2/8/88	1. fahrenheit 2. celsius 3. boiling point 4. freezing 5. kindling	1. Using words in Context Soc. Stud. Clue Words p. 5 2. Cloze passage Random House p. 32 Choose the word that makes the best sense in a story. Circle the clue word.	1. Expand with two describing words. Rothstein p. 61-62 Level A p. 61-62 2. Rothstein <i>Easy Writer</i> Level A p. 16 B p. 12 C p. 12	
2/15/88	1. industry 2. technology 3. robots 4. production 5. factor	1. 2A Using punctuation signals to find word meanings: p. 6&7 2. Social Study Word Clues. Identify and emphasize concept in any content area reading. 3. Orange Cloze passage #1, I.T.O. p. 120	1. Using alliteration, students will add adjectives to enhance the sentence. p. 64	

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
2/22/88	1. immigrant 2. migrant 3. sharecropper 4. labor 5. harvest	1. Using punctuation to find Word Meanings in two sentence words. Pronoun Clues Referents. Soc. Stud Word 2B p. 7-9 2. Practice Cloze Passage Random House p. 33	1. Students will write descriptive paragraph (expanding with adjectives) Make and post and experience chart with expanders.	
2/29/88	1. data 2. information 3. computer 4. monitor 5. modern	1. Cloze Exercise #2 Orange I.T.G. p. 208 S.W.B. p. 89 2. Using words in context p. 10 Soc. Stud. clue words (review words first)	1. Expand with What Kind of and How? Rothstein T.G. p. 68	

Month of February

Supplement for Students in *Mystery Sneaker*
 Code: O.T.O. Ginn Teacher's Guide, S.P. Ginn Skill Pack
 I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook
 Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch Dir. Skill Comprehension
2/1/83	What He Deserves Act 1 O.T.O. p 218-230	1. Students will decode words with lk (k-talk), mb (m-thumb), O.T.O. p 223 S.P. p 63	1. Students will predict the outcome of events in a story O.T.O. p 226 S.P. p 67
2/8/83	What He Deserves Act 2 O.T.O. p 231 Social Studies Reading What Is It All About O.T.O. p 241-243	1. Students will practice decoding words with lk (k-talk), mb (m-thumb) O.T.O. p 239 S.P. p 73 Students will review decoding words containing vowels in (er-bird), (er-term), or (er-work) or (er-fur) O.T.O. p 239, S.P. p 74	1. Students will predict the outcome of events in a story O.T.O. p 226, S.P. p 67 2. Given the content area strategy: A) Taking a First Look B) Finding Key Points C) Reading Carefully students will be able to identify salient points in a text.
2/15/83	How The Rainforest Ate His Skin	1. Students will practice decoding words with lk (talk), mb (m-thumb) O.T.O. p 266	1. Students will review identifying main idea in a story O.T.O. p 253, S.P. p 79 2. Students will review identifying details that support the main idea

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Real Aboard
2/1/83	1. abdomen 2. muscle 3. lungs 4. ear drum 5. nerves	1. Using Words in Context Science Clues p 7 2. Choosing the Best Word Random House p 28, Practice 29	1. Expand with one describing word. Develop each sentence into a paragraph. Rothstein T.O. p 60 2. Rothstein <i>Easy Writer</i> Level A p 15 B p 11 C p 11	
2/8/83	1. latent heat 2. Celsius 3. boiling point 4. freezing 5. kindling	1. Using words in Context Soc. Stud. Clue Words p 5 2. Cloze passage Random House p 32 Choose the word that makes the best sense in a story. Circle the clue word	1. Expand with two describing words. Rothstein p 61-62 Level A p 61-62 2. Rothstein <i>Easy Writer</i> Level A p 16 B p 12 C p 12	
2/15/83	1. industry 2. technology 3. robots 4. production 5. factor	1. 2A Using punctuation signals to find word meanings p 62-7 2. Social Study Word Clues Identify and emphasize concept in any content area reading. 3. Orange Cloze passage #1 I.T.G. p 120	1. Using alliteration, students will add adjectives to enhance the sentence p 64	

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Supplement for Students in *Mystery Sneaker*
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Week	Basal Reader Selection	Decoding	Tch Dir. Skill Comprehension
2/22/88 <i>Animal Fact/Animal Fable</i> <i>The Fox and The Stork</i> Checkpoint G.T.O. 188-189	1. Students will practice decoding words with lk (talk), m (m-thumb) G.T.O. p. 266		1. Students will review identifying sequence of events in a story. G.T.O. p. 264, S.P. p. 83 2. Students will practice predicting outcomes of events in a story G.T.O. p. 265 S.P. p. 84
2/29/88 <i>The Foot-bridge</i>	1. Students will decode words with in (er-bird), er (er-term), er-work ur (er-fur) G.T.O. p.280, S.P. p. 89		1. Students will practice predicting the outcomes of events in a story G.T.O. p. 279 S.P. p. 88

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
2/22/88 1. immigrant 2. migrant 3. sharecropper 4. labor 5. harvest	1. Using punctuation to find Word Meanings in two sentence words. Pronoun Clues Referents Soc. Stud Word 2B p. 7-9 2. Practice Cloze Passage Random House p. 33	1. Students will write descriptive paragraph (expanding with adjectives) Make and post and experience chart with expanders.		
2/29/88 1. data 2. information 3. computer 4. monitor 5. modern	1. Cloze Exercise #2 Orange I.T.G. p. 208 S.W.B. p. 89 2. Using words in context p. 10 Soc. Stud. clue words (review words first)	1. Expand with What Kind of? and How? Rothstein I.T.G. p. 68		

Month of February

Supplement for Students in *Give Me A Clue*
 Code O.T.O. Oinn Teacher's Guide, S.P. Oinn Skillpack
 I.T.O. Insights Teacher's Guide, S.W.B. Student Workbook
 District 9 Cloze Handbook, Cloze H.B.

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
2/1/88	<i>Pickle Tales and Corn Ears</i> O.T.O. p. 240-243 <i>Where Tales Come From The Vain Bird and the Peacock Feathers</i>	1. Student will review decoding words with a (father, car) O.T.O. 258, S.P. p. 74 2. Students will review decoding words with ie (e field) O.T.O. p. 259, S.P. p. 75 will review words in which "y" is changed to "i" O.T.O. p. 259, S.P. p. 76	1. Students will recognize character traits, feelings, and motives O.T.O. p. 257, S.P. 73
2/8/88	<i>The Wolf in the Wool Suit</i>	1. Students will review decoding words with /y, /y suffixes O.T.O. p. 271, S.P. p. 80	1. Students will practice identifying character traits, feelings, and motives
2/15/88	<i>Turkey Girl</i> O.T.O. p. 273	1. Students will practice decoding words with an a (Father, car) O.T.O. p. 284, S.P. 83. 2. Students will decode words that drop final e before adding ing, ed, est O.T.O. p. 284, S.P. p. 84	1. Students will identify cause/effect relationships O.T.O. p. 283, S.P. p. 82

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
2/1/88	1. abdomen 2. muscle 3. lungs 4. ear drum 5. nerves	1. Using Words in Context Science Clue p. 7 2. Choosing the Best Word Random House p. 28, Practice 29	1. Expand with one describing word Develop each sentence into a paragraph Rothstein T.G. p. 60 2. Rothstein <i>Easy Writer</i> Level A p. 15 B p. 11 C p. 11	
2/8/88	1. fahrenheit 2. calstus 3. boiling point 4. freezing 5. kindling	1. Using words in Context Soc. Stud. Clue Words p. 5 2. Cloze passage Random House p. 32 Choose the word that makes the best sense in a story. Circle the clue word	1. Expand with two describing words Rothstein p. 61-62 Level A p. 61-62 2. Rothstein <i>Easy Writer</i> Level A p. 16 B p. 12 C p. 12	
2/15/88	1. industry 2. technology 3. robots 4. production 5. factor	1. 2A Using punctuation signals to find word meanings p. 65, 7 2. Social Study Word Clues Identify and emphasize concept in any content area reading 3. Orange Cloze passage #1 I.T.O. p. 120	1. Using alliteration, students will add adjectives to enhance the sentence p. 64	

Month of February

Supplement for Students in *Give Me A Clue*
 Code O.T.O. Ginn Teacher's Guide, S.P. Ginn Skillpack
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 District 9 Cloze Handbook, Cloze H.B.

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
2/22/88 <i>The Pickle Plan</i>		1 Students will decode words with prefixes re, un, O.T.O. p. 306 2 Students will practice decoding words with a (Father, car) O.T.O. p. 299, S.P. p. 90	1. Students will practice identifying character traits, feelings and motives O.T.O. p. 297, S.P. p. 87 2. Students will review identifying details that describe people, places, objects and events O.T.O. p. 297, S.P. p. 88
2/29/88 - 3/4/88 Life Skills Shopping List O.T.O. p. 301-303		1. Reviewing decoding 1.1 Vowel "a" O.T.O. p. 306	1. Students will understand the concept of consumer. (a) Based on consumer information students will complete the blank in the sentence S.P. 91 O.T.O. p. 301-302 2. Students will listen to and write poetry O.T.O. p. 156-157
Check point <i>Fly Great Corn Plants</i> O.T.O. 307		1.2 Prefixes re, un, O.T.O. p. 306	

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
2/22/88	1. Immigrant 2. migrant 3. sharecropper 4. labor 5. harvest	1. Using punctuation to find Word meanings in two sentence words Pronoun Clues Referents Soc. Stud Word 2B p. 7-9 2. Practice Cloze Passage Random House p. 33	1. Students will write descriptive paragraph (expanding with adjectives) Make and post and experience chart with expanders.	
2/29/88	1. data 2. information 3. computer 4. monitor 5. modem	1. Cloze Exercise #2 Orange I.T.O. p. 208 S.W.B. p. 89 2. Using words in context p. 10 Soc. Stud. clue words (review words first)	1. Expand with What Kind of? and How? Rothstein T.G. p. 68	

Month of March

Glad To Meet You. Code O.T.O. Olin Teacher's Guide, Olin skillpack S.P.
I.T.O. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Olin Comprehension
3/7/88	Checkpoint O.T.O. p. 298-301 <i>Let's Make Music</i>	1. Review decoding consonants g, scr, str, wh, vowels oi, oy O.T.O. p. 301 2. Students will review words with doubled final consonants before "ing, ed" O.T.O. p. 312, S.p. p. 87 3. Students will practice decoding consonant blends with scr, skr, spr, str O.T.O. p. 313, S.p. p. 88 4. Students will practice decoding consonant blends with wh (hw, w-whel), (h-whole) O.T.O. p. 313, S.p. p. 89	1. Strategy Lesson 3 Students will recognize clues in opinion statements O.I.T.O. p. 183-188 S.W.B. p. 81-82	1. Review discriminating between reality and fantasy. O.T.O. p. 311, S.P. p. 86
3/14/88	<i>On The Way to Bremen</i> O.T.O. p. 316-328 Study Skills Alphabetical Order O.T.O. p. 329-331	1. Vowel Digraphs: Students will review decoding words with "ie" (i-ple), (i-gh), (i-high) O.T.O. p. 327, S.P. p. 93 2. Students will practice decoding words with (oi-oi), oy (oi-boy) O.T.O. p. 327, S.P. p. 94	1. Strategy Lesson #4 Students will be able to identify both fact and opinion. O.I.T.O. p. 189-192 S.W.B. p. 83-85	1. Students will practice distinguishing between reality and fantasy O.T.O. p. 326, S.P. p. 92 2. Study skills: Students will alphabetize words by first letter O.T.O. p. 329, S.P. p. 95

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Ree Alo
3/7/88	1. harbor 2. island 3. coast 4. goods 5. trade	1. Review pronoun referents Cloze #9 H.B. p. 17-22 2. Identify pronouns in the reading of any text. 3. Cloze Exercise O.I.T.O. p. 209, S.W.B. p. 90 Random House p. 34-35	1. Review: Expanding sentences with <i>What Kind of and How?</i> Please submit sample with plans (5 papers) Rothstein T.O. p. 68	
3/14/88	1. equator 2. direction 3. North 4. South 5. East 6. West	1. Review cause and effect Cloze #9 H.B. p. 23-28 2. Understanding Cause and Effect. Students will select the word that makes the most sense in the paragraph. Random House p. 10-11	1. Students will start with a sentence and expand to a story using the <i>wh</i> questions Rothstein T.O. p. 69	

Month of March

Glad To Meet You Code G.T.G. Ginn Teacher's Guide, Ginn skillpack S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
3/21/88 <i>Helping</i> G.T.G. p. 332-344	1. Vowel Digraphs. Students will decode words with au(gh), (o- cause, caught) (o-moth, corn) 2. Students will practice with wh (hw, w-whet), (h-whole) G.T.G. p. 342, S.P. p. 100	1. Students will circle the fact or opinion to denote the type of statement O.I.T.G. p. 193-194 (use raxo, board of charl)	1. Students will identify sequence of three eve in a story. G.T.G. p. 340, S.P. p.	
3/28/88 <i>Farming</i> G.T.G. p. 356	1. Students will review decoding adjectives with inflections "er, est" G.T.G. p. 354, S.P. p. 103 2. Students will practice decoding consonant blends with scr, skr, spr, str G.T.G. p. 355, S.P. p. 104	1. Students will draw a picture of an animal and state 3 facts and 3 opinions about it O.I.T.G. p. 195-196 S.W.B. p. 86	1. Students will pre distinguishing between reality and fantasy G.T.G. p. 353, S.P. p.	

3/21/88 1. season 2. calendar 3. sundial 4. instant 5. occasional	1. Review likenesses Cloze #9 H.B. p. 29-30 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 210, S.W.B. p. 91 2. Random House Cloze passage p. 36-37	1. Practice writing expanded paragraphs and develop them into a story. Rothstein p. 69
3/28/88 1. dry 2. liquid 3. evaporate 4. humid 5. water	1. Review differences Cloze #9 H.B. p. 34-38 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 211, S.W.B. p. 92 Random House p. 38-39	1. Expand and enrich sentences and paragraphs as students write original stories. Rothstein T. G. p. 70

Month of **March**

Across the Fence Code G.T.G. Ginn Teacher's Guide Ginn Skillpack/S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
3/7/88 <i>Can You Guess</i> G.T.G. p. 370 <i>Say It Another Way</i> G.T.G. p. 372		1. Students will decode words with contractions are, would, will, not. G.T.G. p. 373	1. Strategy Less #3: Students will recognize clues in opinion statements O.T.G. p. 183-188. S.W.B. p. 81-82	1. Students will draw conclusions by solving a riddle. G.T.G. p. 371
Give Unit 4 Test. Request unit tests and computer cards from Mr. Silverstein. Introduce next level basal <i>Glad To Meet You</i> . This group will be referred to as <i>Glad To Meet You II</i> .				
3/14/88 <i>Nobody Likes Andrew</i> G.T.G. p. 6-23		1. Students will decode words with ew (u-chew), ewl (yu-few)	1. Strategy Less #4 Student will identify both fact and opinion statements. O.I.T.G. p. 184-192 S.W.B. p. 83-84	1. Students will review drawing conclusions from story G.T.G. p. 19, S.P.
3/21/88 <i>Rock Stew</i> G.T.G.		1. Students will decode words with doubled final consonant before endings ing, ed. G.T.G. p. 30, S.P. p. 5 2. Students will decode words with consonant blends (sw-swim), (tw-twim). G.T.G. p. 31, S.P. p. 6	1. Students will circle the word fact or opinion to denote the type of statement. O.I.T.G. p. 193-194. Use rexo, board or chart.	1. Students will identify a sequence of events in a story. <i>Rock Stew</i>
3/28/88 <i>Seren-dipity</i> G.T.G. p. 33-43		1. Students will practice decoding words with doubled final consonant before ing, ed. G.T.G. S.P. p. 10	1. Students will draw a picture of an animal and state 3 facts and 3 opinions about it. O.I.T.G. p. 193-194	1. Students will practice predicting outcomes of a story. G.T.G. p. 41-42, S.P. p. 9

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
3/7/88 1. harbor 2. island 3. coast 4. goods 5. trade	1. Review pronoun referents Cloze #9 H.B. p. 17-22 2. Identify pronouns in the reading of any text. 3. Cloze Exercise O.I.T.G. p. 209, S.W.B. p. 90 Random House p. 34-35	1. Review: Expanding sentences with <i>What Kind of and How?</i> Please submit sample with plans (5 papers) Rothstein T.G. p. 68		
3/14/88 1. equator 2. direction 3. North 4. South 5. East 6. West	1. Review cause and effect Cloze #9 H.B. p. 23-28 2. Understanding Cause and Effect. Students will select the word that makes the most sense in the paragraph. Random House p. 10-11	1. Students will start with a sentence and expand to a story using the wh questions Rothstein T.G. p. 69		
3/21/88 1. season 2. calendar 3. sundial 4. instant 5. occasional	1. Review likenesses Cloze #9 H.B. p. 29-30 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 210, S.W.B. p. 91 2. Random House Cloze passage p. 36-37	1. Practice writing expanded paragraphs and develop them into a story. Rothstein p. 69		
3/28/88 1. dry 2. liquid 3. evaporate 4. humid 5. water	1. Review differences Cloze #9 H.B. p. 34-38 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 211, S.W.B. p. 92 Random House p. 38-39	1. Expand and enrich sentences and paragraphs as students write original stories. Rothstein T.G. p. 70		

Month of March

Supplement for Students in *Give Me A Clue*
Code O.T.O. Ginn Teacher's Guide, S.P. Ginn Skillpack
I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook
District 9 Cloze Handbook, Cloze H.B.

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
3/7/88 <i>Corn Is Maize</i>		1. Students will decode words with ei (gh) (a weigh) O.T.O. p. 318 S.P. p. 95 2. Students will practice decoding words with prefixes un, re O.T.O. p. 319, p. 96	1. Students will practice cause and effect relationships O.T.O. p. 317 S.P. p. 94
3/14/88 Social Studies Reading: What's All About? O.T.O. p. 321-323		1. Students will decode words with dg (j-badger) O.T.F. p. 335, S.P. p. 100 2. Students will practice decoding words with ei (gh) O.T.O. p. 336 p. 101 3. Students will practice decoding words with prefixes un, re, O.T.O. p. 337 p. 102	1. Students will practice reading historical information on a map O.T.O. p. 322-323 S.P. p. 99
3/21/88 <i>The Robbers and the Fig Tree</i>		1. Students will decode practicing words dg (j-badger) O.T.O. p. 354, S.P. p. 106 2. Students will decode words with ei (gh) (a-weigh) O.T.O. p. 354, S.P. p. 107	1. Students will practice identifying cause and effect relationships. O.T.O. p. 352, S.P. p. 104 2. Students will practice identifying character traits, feelings, and motives O.T.O. 353 S.P. 105

3/28/88

Checkpoint O.T.O. p. 356-358
Unit Conclusion P. 360-361
Administer Unit tests - Ask Mr. Silverstein for the computer cards

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Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Re Al
3/7/88 1. harbor 2. island 3. coast 4. goods 5. trade	1. Review pronoun referents Cloze #9 H.B. p. 17-22 2. Identify pronouns in the reading of any text 3. Cloze Exercise O.T.G. p. 209, S.W.B. p. 90 Random House p. 34-35	1. Review Expanding sentences with <i>What kind of and How?</i> Please submit sample with plans (5 paper Rothstein I.G. p. 68		
3/14/88 1. equator 2. direction 3. North 4. South 5. East 6. West	1. Review cause and effect Cloze #9 H.B. p. 23-28 2. Understanding Cause and Effect Students will select the word that makes the most sense in the paragraph. Random House p. 10-11	1. Students will start with a sentence and expand to a story using the <i>wh</i> questions Rothstein I.G. p. 69		
3/21/88 1. season 2. calendar 3. sundial 4. instant 5. occasional	1. Review likenesses Cloze #9 H.B. p. 29-30 Students will select the word that makes the most sense in the passage O.T.G. p. 210, S.W.B. p. 91 2. Random House Cloze passage p. 36-37	1. Practice writing expanded paragraph and develop them into a story Rothstein p. 69		
3/28/88 1. dry 2. liquid 3. evaporate 4. humid 5. water	1. Review differences Cloze #9 H.B. p. 34-38 Students will select the word that makes the most sense in the passage O.T.G. p. 211, S.W.B. p. 92 Random House p. 38-39	1. Expand and enrich sentences and paragraphs as students write original stories Rothstein I.G. p. 70		

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10/26/87	Flashlight	1. Students will review suffixes ful and less	1 Figurative Language: Students will show how figurative language is used to create images
10/30/87	Science What it is all About	2. Students will review compound words.	2. Students will be able to state the main idea from information given on a chart. G.T.G. p. 84

Month of March

Supplement for Students in *Mystery Sneaker*
 Code: G.T.G. Ginn Teacher's Guide, S.P. Ginn Skill Pack
 I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook
 Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch Dir. Skill Comprehension	Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
3/7/88	<i>Change</i> GTG p. 284 <i>Laura Ingalls Wilder, Storyteller</i> GTG p. 285-295	1. Consonant Digraphs: Students will practice decoding words with tk(k-talk) mb, (m-thumb). GTG p.293, S.P. p. 94	1. Main Idea: Students will review identifying the main idea of a story 2. Supporting Details: Students will review identifying supporting details that support the main idea. GTG p.291, S.P. p. 92 3. Graphic Information: Students will read and interpret the information contained on a map. GTG p.293, S.P. p. 95	3/7/88	1. harbor 2. island 3. coast 4. goods 5. trade	1. Review pronoun referents Cloze #9 H.B. p. 17-22 2. Identify pronouns in the reading of any text. 3. Cloze Exercise O.I.T.G. p. 209, S.W.B. p. 90 Random House p. 34-35	1. Review: Expanding sentences with <i>What Kind of and How?</i> Please submit sample with plans (5 papers) Rothstein T.G. p. 68	
3/14/88	<i>Study Skills</i> GTG p.295-297 <i>Winnie-the-Pooh</i> GTG p. 298-311	1. Students will review decoding long words GTG p.309, S.P. p. 100	1. Table of Contents/Book Parts: Students will practice using the Table of Contents GTG p.297, S.P. p. 96 2. Students will practice predicting the outcome of events in a story GTG p.308, S.P. p. 99	3/14/88	1. equator 2. direction 3. North 4. South 5. East 6. West	1. Review cause and effect Cloze #9 H.B. p. 23-28 2. Understanding Cause and Effect: Students will select the word that makes the most sense in the paragraph. Random House p. 10-11	1. Students will start with a sentence and expand to a story using the <i>wh</i> questions Rothstein T.G. p. 69	
3/21/88	Checkpoint Unit Conclusion GTG p. 312-317 Please administer Unit Test. Request tests and Computer Cards from Mr. Silverstein Unit 4 Introduction: Sending Messages GTG p. 318-321			3/21/88	1. season 2. calendar 3. sundial 4. instant 5. occasional	1. Review Likenesses Cloze #9 H.B. p. 29-30 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 210, S.W.B. p. 91 2. Random House Cloze passage p. 36-37	1. Practice writing expanded paragraphs and develop them into a story. Rothstein p. 69	
3/28/88	<i>Alvin's Masterpiece</i> GTG p. 324-336	1. Students will decode words with suffixes "er, ment, ness" GTG p.333, S.P. p. 105	1. Students will review predicting the outcome of events in a story GTG p.332, S.P. p. 104	3/28/88	1. dry 2. liquid 3. evaporate 4. humid 5. water	1. Review differences Cloze #9 H.B. p. 34-38 Students will select the word that makes the most sense in the passage. O.I.T.G. p. 211, S.W.B. p. 92 Random House p. 38-39	1. Expand and enrich sentences and paragraphs as students write original stories. Rothstein T. G. p. 70	

Month of **April**

Glad To Meet You. Code G.T.G. Ginn Teacher's Guide, Ginn skillpack S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
4/11/88 Checkpoint G.T.G. pp. 357- 359 Unit Conclusion G.T.G. pp. 361- 363	1. Students will decode words with consonants g, spr, str and vowel oi.		1. Strategy Lesson #1 Students will identify an unknown word and predict its meaning through the use of context clues. OITG. p. 216 221. SWB pp. 95-96 Administer unit tests. Request computer cards and unit tests from Mr. Silverstein	1. Students will review the difference between reality and fantasy. G.T.G. p. 358
Unit 4 Introduction <i>Let's Go Places</i>	G.T.G. p. 364-369			
4/18/88 <i>Not This Bear</i> SWB pp. 95-96	1. Students will decode contractions with "have". G.T.G. p. 380, S.P. p. 109 2. Students will review decoding (oi-oil), oy (oi-boy) G.T.G. 381, S.P. p. 110		1. Strategy Lesson #2 Students will identify a synonym or antonym for the underlined word using context clues OITG. p. 222- 226, SWB pp. 97-98	1. Students will review concept of reality and fantasy G.T.G. p. 379, S.P. 108
4/25/88 Science Reading What's It all About G.T.G. pp. 385- 387 <i>Adventures of Isabel</i> Poem G.T.G. p. 386-387 G.T.G. pp. 387			1. Strategy Lesson #3 Students will use relational clues to describe unfamiliar words OITG pp. 227-230, SWB p. 99 2. Students will practice reading a chart. G.T.G. pp. 383 3. Students will understand the difference between poetry and prose.	1. Study Skills: Students will learn how information is expressed in pictures and picture captions.

Month of **April**

Glad to Meet You 11: G.T.G. Ginn Teacher's Guide, Ginn Skillpack/S.P.

I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook

Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir. Skill Comprehension	Ginn Comprehension
4/11/88 <i>What Do you Do, Roberto?</i>	1. Students will practice decoding words with ew (u-chew), ew (yu-few) G.T. G. p.53, S.P. p. 13 2. Students will decode words with doubled final consonant before ing, ed. G.T. G. p.53		1. Strategy Lesson #1 Students will identify unknown words and predict their meaning through context clues O.I.T. G. p. 216-221 SWB pp. 95-96	1. Students will practice predicting the probable outcome of a story. G.T. G. p. 53, S.P. p. 12
4/18/88 Life Skills G.T.G. p. 57-59 Checkpoint	1. Students will review vowel ew (yu-few) G.T. G. p.61-62 2. Students will review decoding words with doubled final consonants G.T. G. p.61-62	1. Strategy Lesson #2: Students will identify synonyms and antonyms for the underlined word using context clues O.I.T. G. p. 222-226 SWB pp. 97-98	1. Students will learn to complete a simple form G.T. G. p.59 (study skills) 2. Students will review predicting outcomes G.T. G. p.62	
4/25/88 <i>A Visit to a Friend's House</i> G.T.G. p. 64-74	1. Students will decode words with oo (u-wood) G.T. G. p. 71, S.P. p. 18 2. Students will practice decoding words ew (u-chew) ew (yu-few) G.T. G. p. 72, S.P. p. 19	1. Strategy Lesson #3 Students will use relational clues to describe unfamiliar words. OITG p. 227-230 SWB p. 99	1. Students will review drawing conclusions G.T. G. p. 71, S.P. p. 17	

Month of **April**

Supplement for Students in ***Mystery Sneaker***

Code: G.T.G. Ginn Teacher's Guide: S.P. Ginn Skill Pack

I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook

Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch Dir. Skill Comprehension
4/11/88 <i>Then I'll Be An Artist, Too</i> G.T.G. p. 337-347 Math Reading G.T.G. p. 348-350	1. Students will review decoding long words. G.T.G. p.344, S.P. p. 109 2. Students will decode words with lk (k-talk), mb (m-thumb) G.T.G. p.345, S.P. p. 110	1. Students will identify the author's purpose in writing a selection G.T.G. p.342, S.P. p. 108 2. Students will get the main idea from a heading. GTG p. 350	
4/18/88 <i>The Little Band</i> G.T.G. p. 35-363	1. Students will practice decoding words with suffixes, er, ment, ness. G.T.G. p.362, S.P. p. 117	1. Students will practice identifying the author's purpose in writing a selection. G.T.G. p.361 S.P. p. 115 2. Students will review identifying details that support the main idea of a story. G.T.G. p.361, S.P. p. 116	
4/25/88 <i>Musical Glasses</i>	1. Students will decode words with consonant digraphs: ph (f-photo, graph) G.T.G. p 373, S.P. p. 122	1. Students will practice identifying author's purpose in writing a selection. G.T.G. p.371, S.P. p. 120 2. Students will review identifying the main idea of a story. G.T.G. p 372, S.P. p. 121	

Month of April

Supplement for Students in *Give Me A Clue*
 Code G.T.G. Ginn Teacher's Guide; S.P. Ginn Skillpack
 O.I.T.G. Insights Teacher's Guide; S.W.B. Student Workbook
 District 9 Cloze Handbook, Cloze H.B.

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
4/11/88	Unit Introduction <i>Don't Sneeze Now</i> G.T.G. pp. 362-365 <i>Nate the Great and the Lost List</i> G.T.G. pp. 368-386	1. Students will decode words with u (u-put) G.T.G. p. 384 S.P. p. 111 2. Students will review decoding words with dg (e) (j-badge) G.T.G. p. 385, S.P. p. 112	1. Students will draw conclusions from the story. G.T.G. p. 382, S.P. p. 109 2. Students will review recognizing character traits, feelings, and motives. G.T.G. p. 384, S.P. p. 110
4/18/88	<i>Kate's Secret Riddle Book</i> G.T.G. pp. 387-399	1. Students will decode words with vowel digraph te (gh) (a-weigh) G.T.G. p. 398, S.P. p. 116 2. Students will practice decoding words with u (u-put) G.T.G. p. 398, S.P. p. 117	1. Students will practice drawing conclusions from a story. G.T.G. p. 396, S.P. p. 114 2. Students will review identifying the main idea of a paragraph G.T.G. p. 397, S.P. p. 115
4/25/88	Study Skills Classification G.T.G. pp. 400-404 <i>How to Be A Nature Detective</i> G.T.G. pp. 405-419	1. Vowel digraphs: Students will decode words with ei (e- receive) G.T.G. p. 417 S.P. p. 122 2. Students will decode words with a (a father, car) G.T.G. p. 418, S.P. p. 123	1. Students will review cause and effect relationships. G.T.G. p. 416, S.P. p. 121

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
4/11/88	From now to the test do a minimum of two cloze passage daily, more if possible.		1. Students will improve sentences through substitution Rothstein T.O. p. 71-72 Book A p. 21-22 Book B. p. 13-14 Book C. p. 13-14	
1. protect				
2. shelter				
3. defense	1. Review Differences Cloze H.B. p. 34			
4. enemy	2. Competency in Cloze p. 1-7			
5. homeless	3. Scoring High in Cloze or 4. Cloze Connection			
4/18/88	1. Review pronoun referents Cloze H.B. p. 17		1. Students will extend substitution activities into reading and content areas. Rothstein T.O. p. 73-74 Book A. p. 23 Book B. p. 15-16 Book C. p. 15-16	
1. employee				
2. customer	2. Competency in Cloze p. 8-10			
3. purchase	Use synonym clues before the missing word p. 11-12			
4. business	3. Cloze passage OITG p. 253 SWB p. 107			
5. trade	4. Scoring High in Cloze or 5. Cloze Connection			
4/25/88	1. Use synonym clues before the missing word p. 11-12		1. Students will develop a class thesaurus. Chart synonyms for each word and post around the room.	
1. modern				
2. antique	Competency in Cloze p. 13-17			
3. ancient	2. Review cause and effect Cloze #9 H.B. p. 29		2. Students will substitute a better word Rothstein p. 81-82 Book B. p. 17-18	
4. design				
5. architecture	3. Cloze passage OITG p. 254 SWB p. 108			
	4. Scoring High in Cloze or 5. Cloze Connection			

Month of **May**

Glad To Meet You Code G.T.G. Ginn Teacher's Guide, Ginn skillpack S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
5/2/88 <i>Mrs. Christie's Farmhouse</i> G.T.G. p. 388- 401 5/3/88 M.V. C. Standardized Reading Test (DRP)		1. Students will decode words with sq (u) Skw- squash, G.T.G. p. 399 S.P. p. 116	1. Strategy Lesson #4. Students will use smiles as con- text clues. Students will identify un- familiar words. OITG pp. 231-234, SWB p. 100	1. Students will identify similarities and differences between characters, things, and places. G.T.G. p. 397, S.P. p. 114 2. Students will review predicting outcomes of a story G.T.G. p. 398 S.P. p. 115
5/9/88 <i>Animals in Danger The Old Bullfrog</i> G.T.G. p. 402-418 Checkpoint G.T.G. p. 419-421		1. Students will decode words with plural possessive nouns. G.T.G. p. 414, S.P. p. 121 2. Students will practice decoding words with sq(u) (skw-squash) G.T.G. p. 415, S.P. p. 122	1. Using context clues students will select the meaning of the underlined word (evaluation) OITG pp. 235-237	1. Students will identify similarities and differences between characters, things, and places. G.T.G. p. 413, S.P. p. 120
5/16/88 Noises in the Woods G.T.G. p. 422-436 Study skills Chart G.T.G. p. 437-439		1. Students will practice decoding words with sq(u) (skw-squash) G.T.G. p. 434, S.P. p. 128	1. Additional Activity: Students will complete the sentence by selecting the correct word from the word box. OITG p. 241-244 SWB p. 104-105	1. Students will review disting- uishing between reality and fantasy G.T.G. p. 433, S.P. p. 126 2. Students will review drawing conclusions from the story G.T.G. p. 434, S.P. p. 127

Month of May

Glad To Meet You Code G.T.G. Ginn Teacher's Guide, Ginn skillpack S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir Skill Comprehension	Ginn Comprehension
5/23/88	<i>A Nest of Wood Ducks</i> G.T.G. p. 440-455	1. Students will review decoding words with wh (wh, what wh (h whole) G.T.G. p. 453, S. P. p. 134 2. Students will decode contractions with "have" G.T.G. p. 454, S.P. 135	1 Given a group of sentences students will choose a word which means the same as the underlined word. OITGpp. 246- 247 (use re-evaluation test as an activity)	1. Students will review identify- ing a sequence of three events in a story. G.T.G. p. 451 S.P. p. 132 2. Students will practice identifying similarities and differences between characters, things, and places. G.T.G. p. 452, S.P. p. 13

Month of **May**

Supplement for Students in ***Mystery Sneaker***

Code: G.T.G. Ginn Teacher's Guide: S.P. Ginn Skill Pack

I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook

Cloze Hand Book District #9 Cloze H.B.

Week	Basal Reader Selection	Decoding	Tch Dir. Skill Comprehension
5/2/88 <i>Sending Messages</i> G.T.G. p. 378-390 Life Skills: <i>Safety and Directional Signals</i>	1.Students will practice decoding words with suffixes er, ment, ness G.T.G. p.388, S.P. p. 127 2. Students will practice decoding with ph (F-photo, graph) G.T.G. p.389, S.P. p. 128	1. Comparison: Students will identify similarities and differences between people, things or places. G.T.G. p. 385, S.P. p. 125 2. Students will review predicting the outcome of events in a story. G.T.G. p.387, S.P. p. 126 3. Students will practice understanding symbols and signs G.T.G. p. 393	
5/9/88 <i>A Special Pocket</i> G.T.G. p. 394-403	1. Students will practice decoding words with suffixes er, ment ness. G.T.G. p.400, S.P. p. 133 2. Students will decode words with lk, (k-talk), mb,(m-thumb) G.T.G. p.401, S.P. p. 134	1. Comparisons: Students will practice identifying similarities and differences between people, things, or places. G.T.G. p. 399 S.P. p. 134	
5/16/88 Primer Lesson p. 404-405 <i>Messages From the East</i> G.T.G. p. 406-421	1. Students will practice decoding words with suffixes er, ment ness. G.T.G. p.419, S.P. p. 139 2. Students will practice decoding with ph (F-photo, graph) G.T.G. p.419, S.P. p. 140	1. Comparisons: Students will practice identifying similarities and differences between people, things, or places. G.T.G. p. 417 S.P. p. 137 2. Students will identify author's purpose in writing a selection G.T.G. p.418, S.P. p. 138	

Month of **May**

Supplement for Students in ***Mystery Sneaker***

Code: G.T.G. Ginn Teacher's Guide: S.P. Ginn Skill Pack

I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook

Cloze Hand Book District #9 Cloze H.B.

Week

Basal Reader
Selection

Decoding

Tch Dir. Skill
Comprehension

5/23/88

Checkpoint

G.T.G. p. 422-
424

Review: Suffixes er, ment, ness

Request Unit test and computer cards from Mr. Silverstein
Administer Unit Tests

1. Review Comparison

2. Author's Purpose

5/31/88

Individualized
Reading

Review Vowels with
er, ir, or, ur (see unit 2)

1. Review Sequencing events in a
story

Month of May

Supplement for Students in *Give Me A Clue*
 Code G.T.G. Ginn Teacher's Guide, S.P. Ginn Skillpack
 O.I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook
 District 9 Cloze Handbook, Cloze H.B.

Week	Basal Reader Selection	Decoding	Tchr Dir Skill Comprehension
5/2/88	<i>Written in Sand</i> G.T.G. pp. 420-421 Checkpoint G.T.G. pp. 425-426	1. Review decoding words with vowels(er, u)G.T.G. 423	1. Students will draw conclusions from a given statement G.T.G. pp. 422-423 2. Students will identify author's purpose G.T.G. p. 425
5/9/88	<i>Pea Soup and Sea Serpents</i> G.T.G. pp. 427-443	1. Students will decode words with suffixes ful, less, G.T.G. p. 441 S. P. p. 127 2. Students will practice decoding words with ei(e- receive) G.T.G. p. 442 S. P. p. 128	1. Students will identify author's purpose in real and make-believe selections. G.T.G. p. 439 S. P. p. 125 2. Students will review predicting the outcome of a story. G.T.G. p. 440, S. P. p. 126
5/16/88	<i>How Mud Was Discovered</i> G.T.G. pp. 444-458	1. Students will practice decoding words with ei(e- receive) G.T.G. p. 456, S. P. p. 132 2. Students will decode words with suffixes ful, less, G.T.G. p. 457 S. P. p. 133 3. Students will practice decoding words with prefixes un, re G.T.G. p. 457, S. P. p. 134	1. Students will practice identifying the author's purpose in real and make believe selections. G.T.G. p. 455, S. P. p. 131

Month of May

Supplement for Students in *Give Me A Clue*

Code G.T.G. Ginn Teacher's Guide: S.P. Ginn Skillpack

O.I.T.G. Insights Teacher's Guide, S.W.B. Student Workbook

District 9 Cloze Handbook, Cloze H.B.

Week Basal Reader
Selection

Decoding

Tchr Dir Skill
Comprehension

5/23/88
All About Mud
G.T.G. pp. 459-
472

1. Students will decode words with suffixes ful, less, G.T.G. p. 470 S. P. p. 138
2. Students will review decoding words with ei(e- receive) ei (gh) (a-weigh) G.T.G. p. 471, S. P. p. 139

1. Students will practice identifying the author's purpose in real and make believe selections. G.T.G. p. 469, S. P. p. 136
2. Students will draw conclusions from a story. G.T.G. p. 469, S. P. p. 137

5/31/88-
6/3/88
Math Reading:
What's It All
About
G.T.G. pp. 473-
Checkpoint
G.T.G. p. 476

1. Student will review decoding words with less, ful G.T.G. p. 477

1. Students will recognize different type of graphs G.T.G. p. 474-475
2. Students will review identifying author's purpose. G.T.G. p. 476

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
5/2/88	1. success 2. failure 3. strike 4. produce 5. manufacture	1. Review making inferences through cloze. Refer to p. 12-14 in Scoring High 2. Competency in Cloze p. 18-22 3. Cloze passage OITG p. 255 SWB p. 109 4. Cloze Connection	1. Students will learn to move and rearrange their writing to make it more coherent. Rothstein T.G. p. 83. 2. Students will compose sentences using adverbs of time. Rothstein T.G. p. 84 Book C. p. 27	
5/9/88	1. foreign 2. tax 3. import 4. export 5. market	1. Review cause and effect Cloze #9 H. B. p. 23 2. Competency in Cloze p. 23-24 Use synonym clues after the missing word p. 25-27 3. Scoring High in Cloze or 4. Cloze Connection	1. Students will compose sentences using prepositional, transitional, and adverbial phrases and develop them into paragraphs Rothstein T.G. p. 85-86 2. Book C. p. 27	
5/16/88	1. narrow 2. wide 3. journey 4. mountain 5. region	1. Review concept of rewording ideas in sentences, Refer to Scoring High p. 24-25 2. Competency in Cloze p. 28-32 3. Cloze Connection	1. Students will learn how to use the passive voice. They will rearrange sentences changing the active to passive voice. Rothstein T.G. p. 85-86 2. Students will do additional activities using infinitive phrases to develop sentence variety. Rothstein T.G. p. 89 Book C. 28	
5/23/88	1. disappear 2. escape 3. submerge 4. appear 5. investigate	1. Review likenesses Cloze #9 H. B. p. 29 2. Competency in Cloze p. 33-37 3. Scoring High in Cloze or 4. Cloze Connection	1. Students will learn and practice how to combine sentences Rothstein p. 98-99 Book B p. 19-20 Book C. p. 21-22 2. Students will continue practicing combining sentences Rothstein p. 100-102 Book B. 21-22 Book C. 23-25	

Week	Content Area Vocabulary	Cloze Strategy	Writing Strategy	Read Aloud
5/31/88	1. disease	1. Review pronoun referents Cloze H.B. p. 17	1. Students will write paragraphs with a given frame p. 103-105	
	2. treatment	2. Competency in Cloze-Using anaphoras P. 39-43	Book A p. 24-30	
	3. germs	3. Scoring High or	Book B. 24-26	
	4. bacteria	4 Cloze Connections	Book C. 17-2-	
	5. virus			

Month of May

Glad to Meet You II: G.T.G. Ginn Teacher's Guide, Ginn Skillpack/S.P.
I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook
Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir. Skill Comprehension	Ginn Comprehension
5/23/88 Social Studies Reading What's It All About G.T.G. p. 117-119 Checkpoint G.T.G. p. 120-122 Unit Conclusion G.T.G. p. 123-125	1. Students will review decoding vowel "oo" G.T.G. p. 1221-123		1. Given a group of sentences, students will choose a word which means the same as the underlined word. OITG pp. 246-247 (Use re-evaluation test as the activity)	1. Students will interpret a picture key. G.T.G. p. 118 2. Students will review predicting outcomes. G.T.G. p. 120-123
	Please request Unit Test and Computer Cards from Mr. Silverstein (Administer Unit Test 1)			
5/31/88 6/3/88 Unit 2 Intro- duction "What's Going On" Poem G.T.G. p. 127-131 Winifred p. 132-145	1. Students will decode words with ie (i-pie) G.T.G. p. 142, S.P. p. 36 2. Student wil decode words with i (gh) (i-high) G.T.G. p. 143, S.P. p. 37		1. Teacher will review application of context clues in sentences OITG p. 250-251	1. Students will reveiw predicting the probable outcome of a story G.T.G. p. 143, S.P. p. 37

Month of May

Glad to Meet You 11: G.T.G. Ginn Teacher's Guide, Ginn Skillpack/S.P.

I.T.G. Insights Teacher's Guide, S.W.B. Insights Student Workbook

Cloze Hand Book District #9-Cloze H.B.

Week	Basal Reader Selection	Decoding Skill	Insights Tch Dir. Comprehension	Skill Comprehension	Ginn Comprehension
5/2/88 <i>January Poem</i> G.T.G. p. 75-77 Emily's Bunch	1. Students will practice decoding words with oo (u-wood) G.T.G. p. 86 S.P. p. 22		1. Strategy Lesson #4 Students will use similes as context clues. Students will identify unfamiliar words OITG pp. 231-234, SWB p. 100	1. Students will practice predicting the probable outcome of a story G.T.G. p. 86, S.P. p. 21	
5/3/88 New York City Standardized Reading Test "Degrees of Reading Power"					
5/9/88 <i>From Head to Foot</i> G.T.G. p. 90-101	1. Students will review decoding words with a (o call) G.T.G. p. 99, S.P. p. 24 2. Students will practice decoding words with doubled final consonant (ing-ed) G.T.G. p. 100 S.P. p. 25		1. Using context clues, students will select the meaning of the underlined word (evaluation- OITG pp. 235-237	1. Students will select pictures that present specific information G.T.G. p. 100	
5/16/88 <i>A Hole in the Dike</i> G.T.G. p. 102-116	1. Students will practice decoding oo (u-wood) G.T.G. p. 114 S.P. p. 30 2. Students will review decoding words with contraction "would" G.T.G. p. 115 S.P. p. 31 3. Students will review decoding nouns with inflection "es" G.T.G. p. 115 S.P. p. 31		1. Additional Activity: Students will complete the sentence by selecting the correct word from the word box OITG pp. 241-244 SWB p. 104-105	1. Students will practice predicting the probable outcomes of a story G.T.G. p. 113 S.P. p. 29	

SUGGESTED PICTURE BOOKS TO READ ALOUD

Appendix F.

271

1. Alexander and the Terrible, Horrible,
No Good, Very Bad Day
by: Judith Viorst
Atheneum 1972;1976
K and up --- 34 pages
2. The Amazing Bone
by: William Steig
Farrar, 1976; Puffin, 1977
Pre S.-4----- 28 pages
3. Amelia Bedelia
by: Peggy Parrish
Harper, 1963; Scholastic, 1970
K - 4 ----- 24 pages
4. The Ainal
by: Lorna Balian
Abingdon, 1972
K - 5 ----- 26 pages
5. Andrew Henry's Meadow
by: Doris Burn
Coward, 1965
K - 3 ----- 42 pages
6. The Bear's Toothache
by: David McPhail
Little, Brown, 1972; Puffin, 1978
Pre S.-2 ----26 pages
7. Bedtime for Francis
by: Russell Hoban
Harper, 1960; 1976
Pre S.-2 ----28 pages

8. A Bedtime Story
by: Joan Levine
Dutton, 1975
K - 6 ---- 26 pages
9. Benjie
by: Joan Lexau
Dial, 1964
Pre S.-2 --38 pages
10. Bennet Cerf's Book of Animal Riddles
by: Bennett Cerf
Random, 1959
Pre S.-2 --62 pages
11. The Big Red Barn
by: Eve Bunting
Harcourt, 1979
Gr. 1-4--- 32 pages
12. The Biggest Bear
by: Lynd Ward
Houghton Mifflin, 1952; 1973
K - 3 --- 80 pages
13. The Book of Giant Stories
by: David Harrison
American Heritage, 1972
K - 3 --- 44 pages
14. Cloudy With a Chance of Meatballs
by: Judi Barrett
Atheneum, 1978; 1982
Pre S.-5 --- 28 pages

SUGGESTED PICTURE BOOKS TO READ ALOUD

273

15. Corduroy -
by: Don Freeman
Viking, 1968; Puffin, 1976
Tod. - 2 --- 32 pages
16. Cranberry Thanksgiving
by: Wende and Harry Devlin
Parents, 1971
K - 4 ---- 30 pages
17. Dick Whittington and His Cat
by: Kathleen Lines
Walck, 1970
Gr. 2-5 --- 42 pages
18. Don't Forget The Bacon
by: Pat Hutchins
Greenwillow, 1976; Puffin, 1978
K - 5 ---- 32 pages
19. Do You Love Me?
by: Dick Gackenbach
Seabury, 1975; Dell, 1978
Pre S-2 --- 46 pages
20. East of The Sun and
West of The Moon
by: Mercer Mayer
Four Winds, 1980
K - 6 --- 48 pages
21. Fables
by: Arnold Lobel
Harper, 1980
Gr. 2-6 --- 42 pages

22. Frederick
by: Leo Lionni
Pantheon, 1966
Pre S. and up -- 28 pages
23. Frog and Toad Are Friends
by: Arnold Lobel
Harper, 1970; 1979
Pre S-2 --- 64 pages
24. The Giving Tree
by: Shel Silverstein
Harper, 1974
K - 4 --- 52 pages
25. The Great Hamster Hunt
by: Lenore Blegvad and Erik Blegvad
Harcourt, 1969
K - 3 --- 32 pages
26. Hans Andersen - His Classic Fairy Tales
Translated by: Erik Haugaard
Doubleday, 1976
K - and up
27. Harry and The Terrible Wahtzit
by: Dick Gackenbach
Seabury, 1977; Scholastic, 1979
Pre S-3 --- 32 pages
28. Harry The Dirty Dog
by: Gene Zion
Harper, 1956; 1976
Tod. - 2--- 28 pages

SUGGESTED PICTURE BOOKS TO READ ALOUD, continued

275

29. Henry Bear's Park
by: David McPhail
Little, Brown, 1976; Puffin, 1978
Gr. 1- 5 -- 48 pages
30. Henry The Explorer
by: Mark Taylor
Atheneum, 1976
Pre S - 3 -- 46 pages
31. Household Stories of The Brothers Grimm
Translated by: Lucy Crane
Dover, 1963
K and up --- 270 pages
32. The House on East 88th Street
by: Bernard Waber
Houghton Mifflin, 1962; 1975
Pre S - 3 --- 48 pages
33. Ice River
by: Phyllis Green
Addison-Wesley, 1975
Gr. 1-5 --- 48 pages
34. If I Ran The Zoo
by: Dr. Seuss
Random, 1950; 1980
Pre S - 4 -- 54 pages
35. I'll Fix Anthony
by: Judith Viorst
Harper, 1969
K - 5 --- 30 pages

SUGGESTED PICTURE BOOKS TO READ ALOUD, Continued

36. *Ira Sleeps Over*
by: Bernard Waber
Houghton Mifflin, 1972; 1975
K - 5 --- 30 pages
37. *The Island of The Skog*
by: Steven Kellogg
Dial, 1973; 1976
Pre S.-2 -- 32 pages
38. *Jumanji*
by: Chris Van Allsburg
Houghton Mifflin, 1981
Gr. 1-6 ---- 28 pages
39. *The Leatherman*
by: Dick Gackenbach
Seabury, 1977
Gr. 2-5 --- 48 pages
40. *Lentil*
by: Robert McCloskey
Viking, 1940; Puffin, 1978
Pre S - 6 --- 56 pages
41. *The Little Engine That Could*
by: Watty Piper
Platt, 1961; Scholastic, 1979
Pre S-2, -- 36 pages
42. *The Little House*
by: Virginia Lee Burton
Houghton Mifflin, 1942; 1978
Pre S- 3 -- 40 pages

43. Little Tim And The Brave Sea Captain
by: Edward Ardizzone
Oxford, 1936; 1978
Pre S - 3 --- 48 pages

44. Liza Lou And The Yeller Belly Swamp
by: Mercer Mayer
Four Winds, 1976
Gr. 2-5 -- 48 pages

45. Madeline
by: Ludwig, Bermelmans
Viking, 1939; Puffin, 1977
Pre S. - 2 -- 54 pages

46. The Maggie B.
by: Irene Haas
Atheneum, 1975
Pre S- 4 -- 28 pages

47. Make Way For Ducklings
by: Robert McCloskey
Viking, 1941; Puffin, 1976
Pre S. - 2 -- 62 pages

48. Matt's Mitt
by: Marilyn Sachs
Doubleday, 1975
Gr. 2 - 6 -- 30 pages

49. Michael
by: Liesel M. Skorpen
Harper, 1973
Pre S - 3 --- 42 pages

50. Mike Mulligan And His Steam Shovel
by: Virginia Lee Burton
Houghton Mifflin, 1939; 1977
K-4 --- 42 pages
51. Miss Nelson Is Missing
by: Harry Allard
Houghton Mifflin, 1977; Scholastic, 1978
Pre S - 4 --- 32 pages
52. Noah's Ark
by: Peter Spier
Doubleday, 1977; 1981
Tod. and up
53. Nobody Stole The Pie
by: Elizabeth Guilfoile
Follett, 1957; Scholastic, 1973
Pre S- 2 --- 28 pages
54. No Boys Allowed
by: Susan Terris
Doubleday, 1976
K - 5 --- 40 pages
55. Obadiah, The Bold
by: Brinton Turkle
Viking, 1965; Puffin, 1977
Gr. 1-3 -- 32 pages
56. Old Arthur
by: Liesel M. Skorpen
Harper, 1972
K - 5 --- 46 pages
57. Old Mother Witch
by: Carol and Donald Carrick
Seabury, 1975
Gr. 1 - 6 -- 32 pages

58. One Morning in Maine
by: Robert McCloskey
Viking, 1952; Puffin, 1976
K - 5 --- 64 pages
59. The Shrinking of Treehorn
by: Florence Parry Heide
Holiday House, 1971; Dell, 1980
Gr. 4-8 --- 60 pages
60. Sleep Out
by: Carol Carrick
Seabury, 1973; 1982
K - 5 --- 30 pages
61. A Special Trick
by: Mercer Mayer
Dial, 1970; 1976
Pre S-5 --- 32 pages
62. The Story of Ferdinand
by: Munro Leaf
Viking, 1936; Puffin, 1977
Pre S-2 --- 68 pages
63. The Stupids Step Out
by: Harry Allard
Houghton Mifflin, 1974; 1977
Gr. 1-4 ---- 30 pages
64. The Sweet Touch
by: Lorna Balian
Abingdon, 1976
K-5 --- 60 pages

65. **Sylvester And The Magic Pebble**
by: William Streig
Simon and Schuster, 1969; Windmill, 1969
Pre S-4 -- 30 pages
66. **Take It Or Leave It**
by: Osmond Molarsky
Scholastic, 1980
K-3 --- 64 pages
67. **The Tenth Good Thing About Barney**
by: Judith Viorst
Atheneum, 1971; 1975
K-6 -- 26 pages
68. **That Terrible Halloween Night**
by: James Stevenson
Greenwillow, 1980
Pre S-4 --- 32 pages
69. **Tikki Tikki Tembo**
by: Arlene Mosel
Holt, 1968; Scholastic, 1972
Pre S-3 -- 40 pages
70. **Tintin In Tibet**
by: Herge
Little, Brown, 1975
Gr. 2-4 --- 62 pages
71. **Tony's Hard Work Day**
by: Alan Arkin
Harper, 1972
Pre S- 2 -- 32 pages

SUGGESTED PICTURE BOOKS TO READ ALOUD, Continued

72. Where The Wild Things Are
by: Maurice Sendak
Harper, 1963; Scholastic, 1969
K - 3 -- 28 pages
73. Wilfred The Rat
by: James Stevenson
Greenwillow, 1977; Puffin, 1979
Pre S-4 --- 30 pages
74. William's Doll
by: Charlotte Zolotow
Harper, 1972
Pre S-4 -- 32 pages
75. The Wish At The Top
by: Clyde Robert Bulla
Crowell, 1974
Gr. 1-5 --- 32 pages
76. You Ought To See Herbert's House
by: Doris Lund
Franklin Watts, 1973
K - 4 --- 28 pages

LIST COMPILED FROM: THE READ ALOUD HANDBOOK
by: Jim Trelease

C.E.S. 73
1020 Anderson Avenue
Bronx, New York 10452

Lynwood Cooper, Principal
Lois Turetzky, Assistant Principal
Naomi Martin, Staff Developer

September 30, 1987

Lois Turetzky, Assistant Principal

Third Grade Conference Addendum to Agenda

Items for Distribution

1. Administrative /Supervisory Items
 - A. District Wide Objectives for the 1987-1988 School Year
 - B. Sequence of Science Units for the 1987-1988 School Year
 - C. Pre Observation Conference Form
 - D. Informal Observation Report Form

11. PRI Reading Systems: Teacher Resource File Strategies

- A. Objective 20 C: Students will be able to identify vowels heard orally.
- B. Objective 22 C: Students will be able to identify vowel digraphs and diphthongs
- C. Objective 23 C: Students will be able to identify the written form of the word that has been correctly divided into syllables.
- D. Objective 26 C: Students will be able to identify root words of affixed words.
- E. Objective 27 C: Students will be able to match contractions with expanded forms.
- F. Objective 28 C: Students will be able to use affixes to complete words.
- G. Objective 40 C: Students will be able to identify the correct use of the pronoun.
- H. Objective 50C: Students will be able to identify a phrase that tells when or where events in a passage occurred.
- I. Objective 51C: Students will be able to identify the sequence of events in a passage.
- J. Objective 55 C: Students will be able to identify correct interpretations of metaphors and similes used in a passage.

111. All Teachers should have in their possession:

1. Lesson Plan Guides for: *Across the Fence, Glad to Meet You. Give Me A Clue and Mystery Sneaker*
2. *Insights* Orange: Comprehension
Insights Green: Comprehension/ Word Attack Teacher's Guides
3. Cloze Strategy Handbook
4. *Teaching Writing A Developmental, Systematic Approach*
5. Read Aloud Guide
6. Inflectional Endings: Doubling Final Consonants and Consonant Digraphs (sh,wh,th, ch)

Teacher Resource File

By Azalia Francis, Ed D

Objective 20 — The student will identify the vowel that is heard in an orally presented word

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INTRODUCTORY LESSON

Each of the four rules below should be introduced at different times. When explaining the rules to the students, stress the importance of using them as guidelines. Tell the students that there will be times when the rules will not work.

Begin the lesson by explaining to the students that they will do some activities to help them learn two common sounds vowels make—the short and long sounds. Review with the students the names of the five vowels and remind them that the short vowel sounds are represented in the following words: am, egg, it, off, us. The long vowel sounds can be heard at the beginning of these words: aid, equal, ice, own, use.

Write the following words on the chalkboard and ask a student to read them aloud: hot, ask, rub, on, glad, if, rest, up, king. Ask another student to tell you how many vowels are in the word *hot*. When the student correctly answers "one," ask him or her to name the vowel and to tell you whether it makes a long or a short sound. Continue this procedure until the vowel sounds have been identified in all nine words. Explain to the students that when a word or syllable has only one vowel and it is not the last letter, the vowel usually makes the short sound. Ask the students for examples of words that have the short vowel sound.

Write the following words on the chalkboard and ask a student to read them aloud: be, go, hi, she, so. Explain that every word on this list has only one vowel. Ask a student to name the vowel in the word *be* and to tell you whether it makes the long or short sound. Continue this procedure until the vowels in all five words have been identified. Point out that in each word the vowel is the last letter. Explain to the students that when a word or syllable has one vowel and it is the last letter, the vowel usually makes the long sound. Ask the students for examples of other words like these.

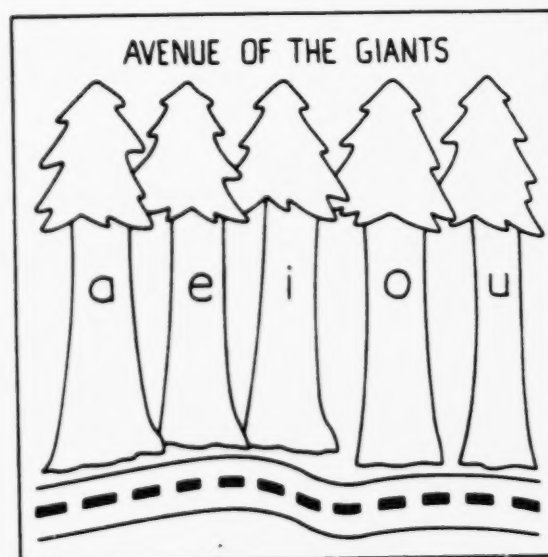
Write the word *boat* on the chalkboard and ask a student to read it aloud. Ask another student to tell you how many vowels are in the word. When the student correctly answers "two," tell the class

that when two vowels are together in a syllable or word, the first vowel is usually long while the second is silent. Write the following words on the chalkboard to further demonstrate this rule: leaf, each, coat, road. Ask the students for examples of words like these.

Write the word *tape* on the chalkboard and read it aloud. Ask a student to tell you how many vowels there are in the word. When the student correctly answers "two," tell the class that when a word or syllable has two vowels, and one of them is the letter *e* at the end, the first vowel is usually long and the *e* silent. Illustrate this rule with the following words: hope, cute, hide, note. Ask the students for examples of other words that follow this rule.

BULLETIN BOARD IDEA

Entitle the bulletin board AVENUE OF THE GIANTS. Cut five large trees out of construction paper and label each with a vowel. To the base of the trees attach a road cut out of white paper. Tell the students that each tree represents a vowel. Encourage the students to write words using both the long and short sound of each vowel and attach them to the corresponding trees.



INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Draw a ladder on the chalkboard and write a vowel on each step. Point to the vowel on the first step and ask a student to say its name and think of its short sound. Then ask the student to name a word beginning with that sound. Repeat this procedure with the letter on the second step and continue to the top of the ladder. Do the same activity with the long vowel sounds.

2 Write the word *mate* on the chalkboard and tell the students that there are two vowels in it, one of which is a final *e*. Ask the students to use those clues to tell them how to pronounce the word. When the students determine the correct pronunciation, tell them that it is customary to indicate the long vowel sound by writing a dash above the vowel and to indicate the silent *e* by drawing a line through it. Rewrite the word as follows: *māte*. Then write the following words on the chalkboard and ask the students to pronounce them and to write the correct markings: *babe*, *fine*, *late*, *bite*, *dine*, *poke*, *cape*.

3 Write the word *fin* on the chalkboard and tell the students that there is one vowel in it and the vowel is not the last letter in the word. Ask the students to use those clues to tell them how to pronounce the word. When the students have determined the correct pronunciation, tell them that it is customary to indicate the short vowel sound by writing a mark that looks like a smile above the vowel. Rewrite the word as follows: *fīn*. Then write the following words on the chalkboard and ask the students to pronounce them and to write the correct markings: *lap*, *fed*, *mug*, *rig*, *top*, *van*, *bit*, *rim*, *red*, *shot*.

4 Ask the students to cut a sheet of paper into five pieces and to write the letters *a*, *e*, *i*, *o*, *u* on the pieces, one letter to a piece. Tell the students that you are going to say some words that have a short vowel sound (*ten*, *rock*, *hid*, *lamb*, *rub*). Instruct the students to hold up the card that shows the letter with the same vowel sound. After several minutes, repeat this activity using words with long vowel sounds (*feed*, *nice*, *ate*, *rope*, *use*).

5 Ask the students to read a story from their basal readers, to choose a sentence from it, and to rewrite the sentences in code. Explain that to use the code, they substitute the numerals from 1 to 10 for each short and long vowel sound in the words. For instance, 1 is *ā*, 2 is *ē*, 3 is *ī*, 4 is *ō*, 5 is *ū*, 6 is *ī*, 7 is *ō*, 8 is *ē*, 9 is *ū*, 10 is *ū*. Each student can ask a friend to decode the sentence.

6 **Make Vowel Stars.** Make ten patterns of a large, five-pointed star that will fit on an 8½ x 11 piece of paper. Instruct the students to take turns tracing the pattern onto a piece of paper. Each student will need one star. Then ask each student to write the following letters and symbols in each point of the star, one to a point: *ā*, *ē*, *ī*, *ō*, *ū*. Have the students write three words in each point that begin with the corresponding sound. In the center of the star, have them write the words *Short Vowel Sounds*. A star could also be made for long vowel sounds.

SMALL GROUP ACTIVITIES

7 Distribute two 3 x 5 cards to each student in a small group and ask them to write the word *yes* on one and the word *no* on the other. Tell the students that you are going to make some vowel statements about several words. If the students agree that what you say is correct, they should hold up their *yes* card. If they do not agree, they should hold up the *no* card. Begin by saying, "The word *boat* has a long /o/ sound." "The word *rake* has a long /i/ sound." Continue the activity in this manner.

8 Ask a small group of students to work together to make a list of as many words as they can by writing different vowels in each of the words below. Put happy faces by the words that are real words.

p__t	b__d	b__g	h__m
c__p	s__t	d__g	d__n

9 Ask students to read aloud from their basal readers. After each student has finished reading, ask him or her to name a word that was read that contains specified vowel sounds. You can also repeat words from the passage and ask the student to identify the vowel sounds.

10 *Play Phingo.* Choose five vowel sounds, long and short, and write them on bingo-type cards, one per student. On each card write a variety of words that represent these sounds. Keep a master list of all the words used and read them, one at a time, in random order. If a word is on a student's card, it can be covered. The first student to cover a row of words in any direction calls "Phingo."

ā	ē	ī	ō	ū
cake	set	wide	coal	duck
bake	den	rise	over	bus
face	pet	FREE	hope	run
day	web	size	soap	lunch
safe	peg	dime	oak	rug

Suggested words:

ā — ate, came, date, lake, name, gate

ă — bat, fan, nap, pat, ran, sat

ē — bead, be, feet, he, keep, mean

ē — get, hem, men, net, peg, red

ī — five, kite, like, nine, pipe, ride

ī — big, did, him, lid, jig, sip

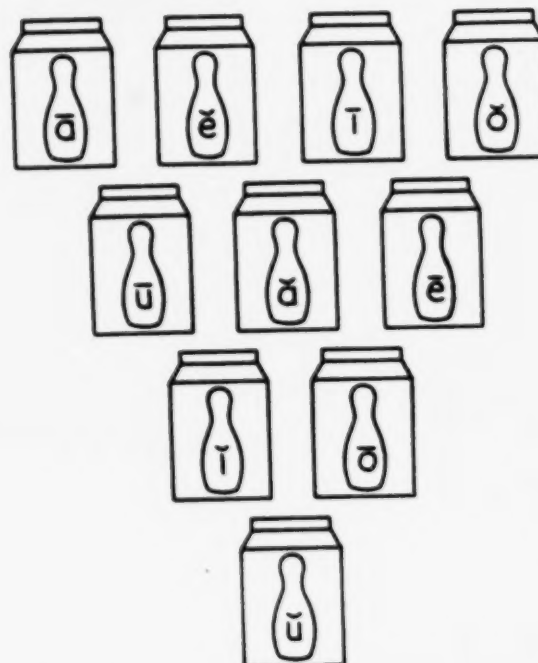
ō — bone, joke, nose, robe, so, soap

ō — dot, job, hop, not, pop, top

ū — cube, cue, duke, cute, fuse, human

ū — cup, dug, gum, hug, mud, nut

11 *Play Vowel Bowling.* Staple one bowling pin cut from construction paper to each of ten milk cartons. On each bowling pin, write one of the long or short vowel symbols as illustrated. Arrange these on the floor as for bowling. Ask the students to form two bowling teams. To knock down a pin, a student must say a word containing the vowel sound shown on the pin. The player may continue to knock down other pins until he or she cannot think of a word or names a word with the wrong vowel sound. All the pins should be set up again for the next player. The team receives one point for each word the player names correctly. After every player on each team has had one turn, the points are tallied and the team with the highest score wins.



12 *Play Vowel Dice.* Collect 20 or 30 used flashcubes or small blocks and cover them with contact paper. On each side of each cube print a different letter of the alphabet, using more consonants than vowels. Place the cubes in a container and instruct the students to take turns spilling the cubes and creating as many words as possible from the letters that are facing up.

INDIVIDUAL ACTIVITIES

13 Ask each student to prepare a booklet of five pages and to entitle it "Long Vowel Sounds." Have the students write the following letters and symbols in their booklets, one to a page: *ā, ē, ī, ō,* and *ū*. Then ask the students to write on the corresponding pages words that record each of these sounds. When the students have written ten correct words on each page, encourage them to take their booklets home. A booklet of short vowel sounds can also be made.

14 Write the following words on the chalkboard or on a worksheet: skate, stone, life, mine, note, free, cube, dish, spot, shut, tent, pet, lick, back, add, take, team, use, pat, dock, up. Instruct the students to fold a piece of paper in half vertically. Have them write the word *long* on the top, left side and the word *short* on the top, right side. Then direct the students to decide if each word on the chalkboard has a long or short vowel sound and to write it under the correct heading.

15 Write a paragraph on a duplicating master. Omit some long and short single vowels and draw a line in the words to indicate their absence. Instruct the students to fill in the missing vowels and identify them as short or long.

EXAMPLE — The morning was s__ c__ld that the children r__n to school. It was qu__te early and the school was closed. S__ they played g__mes to stay warm. At t__n the bell r__ng. They were gl__d to g__ __ns__de.

16 Ask the students to fold a piece of paper into eight boxes and to write the following letters and symbols in the top of each, one to a box: *ē, ū, ī, ā, ō, ē, ō, ī*. Then ask the students to write a word in the box that has that vowel sound. Finally, ask the students to write a sentence in each box using the word.

BACKGROUND INFORMATION

In learning this objective, the students will be studying the two most common sounds that vowels make—the long and short vowel sounds. The long vowel sounds are represented in the following words: aid, equal, ice, own, use. The short vowel sounds are represented in these words: am, egg, it, off, us.

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Because each vowel symbol represents more than one sound, the vowels are harder to learn than the consonants and are a source of decoding difficulty for young readers. Students should be given a great deal of practice and drill in using vowels.

Vowel sounds are produced by a steady flow of air coming through the mouth with no audible friction. The shape and size of the mouth opening and the position of the lips and tongue control the vowel sound. Students who cannot hear vowel sounds can be taught to feel vowel-sound mouth positions. It is therefore helpful for some students to be made aware of the physical changes in the position of the mouth and tongue when vowels are produced.

Once students learn the long and short sounds of the vowels, they may be introduced to the following guidelines. (They should also know, however, that there are many exceptions to these guidelines.)

- 1 When a word or syllable has only one vowel and it is not the last letter, the vowel usually makes the short sound. This rule includes words that begin with vowels (pet, end).
- 2 When a word or syllable has only one vowel and it is the last letter, the vowel usually makes the long sound (he).
- 3 When two vowels are together in a word or syllable, the first is usually long and the second is silent (boat).
- 4 When a word or syllable contains two vowels, and one is a final *e*, the first vowel is usually long while the *e* is silent (came).

The short vowel sounds are particularly affected by regional variations in pronunciation and articulation. Dialectical differences should be taken into consideration when introducing these sounds.

Some good resources to help teach vowel sounds are Dolores Durkin, *Teaching Young Children to Read*, 2d ed. (Boston: Allyn and Bacon, Inc., 1976); Emerald Dechant, *Linguistics, Phonics and the Teaching of Reading* (Springfield, Ill.: Charles C. Thomas, Publisher, 1969); and Dorothy M. Harris, *Phonics Guide and Handbook* (Wilkinsburg, Pa.: Hayes School Publishing Co., Inc., 1975).

Teacher Resource File

By Azalia Francis, Ed D

Objective 22 — The student will identify vowel digraphs or diphthongs.

INTRODUCTORY LESSON

Put the following words on the chalkboard: say, boat, keep, toy, how, pool, crawl, bowl, wait, shook, great, clown, neat, mouth, head.

Ask a student to name all the vowels. If help is needed, remind the student that, besides *a, e, i, o,* and *u*, the letters *y* and *w* also act like vowels in some words.

Then ask different students to pronounce the words on the board and to underline the vowels in each word. Referring to the board, tell the class that the vowels they have underlined in each word are two vowels put together to stand for one sound. (The terms *digraphs* and *diphthongs* should not be used at this level.) Tell the students that, by becoming familiar with the different sounds that these vowel pairs make, they will be able to read more smoothly and sound out new words more easily. Have different students read the words on the board again, this time paying close attention to the sound made by each vowel pair.

Erase all words except *bowl, clown, great, neat, head, pool,* and *shook*. Point out that some vowel pairs sound different in different words. Ask the children to tell the sound of *ow* in *bowl* and *clown*; then the sound of *ea* in *great, neat,* and *head*; finally, the sound of *oo* in *pool* and *shook*. Put these letters on the board: *ai, ay, aw, ie, oy, oi, ow, oa, ea*. Ask students to name words that contain these vowel pairs; list them under the appropriate heading, making corrections as necessary.

BULLETIN BOARD IDEA

Ask each student to cut out a "milk bottle" that you have outlined on a duplicating master. As soon as each bottle is cut out, write on it a word containing one of the vowel digraphs or diphthongs the class is studying. Display the bottles as part of a "hit the bottles" carnival game called **HOW MANY CAN YOU HIT?** Have students practice reading all the words displayed; each word correctly read counts as a hit. Keep a score sheet on the bulletin board.



1 Draw a picture of an owl and a crow on the board. Label each, underlining the *ow*. Give each student a paper that was made from a prepared duplicating master showing the same pictures and words, with six lines drawn below each picture. Say the word *crow*. Ask the students what sound *ow* makes in the word; then say *owl*, again asking for the sound of *ow*. Point out that, although the letters *ow* are the same in each word, the sounds made by *ow* are different. Tell the students you will be saying words with *ow* in them. They are to decide whether *ow* makes the sound it does in *owl* or the sound it makes in *crow*. Say *bowl*; have a student tell the sound of the vowels. Write the word under the correct picture on the board as the students copy it in the appropriate column on their papers. Continue with the following words: show, cow, town, window, snow, clown, now, grow, tower, blow, how.

2 Prepare worksheets with the following digraphs, diphthongs, and words:

<u>ai</u>	<u>ea</u>	<u>ay</u>
away	say	jay
paint	break	pay
pail	afraid	rain
great	wait	gray
day	stay	

Distribute the worksheets and explain that the three vowel pairs have the same long *a* sound in the words listed below them. Ask the students to underline the vowel pair in each word and then, in turn, sound out the word. Have several students read the word lists aloud.

3 Make wall charts of each word list in the Background Information. Display a different chart each day and ask students to take turns reading the words, paying close attention to the sound of the particular vowel pair being studied.

4 Prepare three sets of flash cards — one set shaped like feathers, one set shaped like peanuts, and one set shaped like trees. On the feather-shaped cards write the following words, one per card: head, read, ready, feather, heavy, instead. On the peanut-shaped cards write the following words: eat, peanut, please, dream. On the tree-shaped cards, write the following words: tree, see, three, peep. Use the list in the Background Information to be sure there are enough words for each student to have a turn in the following game. On the board, draw and label a feather, a peanut,

Ask different students to identify each word and tell the sound of the vowel pair heard. Pin the flash cards on a bulletin board or an apron or shirt that you wear. Say a word and ask one student to come and find the word. If the student is correct, he or she may remove the flash card and keep it for the remainder of the lesson. Give every student a turn to find a word.

5 Have a *Vowel Pair Race*. Display these words on the chalkboard or on a chart:

pail	afraid	train
balloon	point	break
cream	sea	saw
gray	great	wait
mouth	airplane	play
stood		

Give each student a piece of paper. Tell them that the words displayed have vowel pairs in them. When you say "Go," you want them to write down all the words they can find with a vowel pair that makes the long *a* sound. They will be given three minutes. Time them. At the end of the three minutes, the students may compare lists.

6 Display a picture of a brook and a picture of a pool on the board. Under each picture write its name, underlining the vowel pair. Say both words and ask volunteers to tell the sound of *oo* in each. Divide the class in half. Ask one half to write *pool* at the top of a paper and the other half to write *brook*. Members of each group may work together to list as many words as they can with the same vowel sound as in the word on their papers. After a few minutes ask someone in each group to read the list.

SMALL GROUP ACTIVITIES

7 Prepare bingo-type cards, using words containing the vowel pairs being studied. Call out the words in random order. The first student to cover an entire card with markers wins. Keep a list of used words so you can check cards for accuracy.

boat	toy	paw
because	head	tree
easy	gray	cream
shout	know	team

8 **Play Pizza Board.** To make the game, you will need a circle of fairly heavy cardboard, approximately 12 inches in diameter, and 12 clothespins. Around the edges of the "pizza," paste 12 pictures of words containing the vowel digraphs and diphthongs being studied. On each clothespin, write the word naming each picture. Clip the clothespin on the "pizza," next to its picture. To make the game self-correcting, write a number on the reverse side of each clothespin; then, write the same number on the board, next to the picture it names. Unclip the clothespins, and the game is ready to play. Ask students to clip the clothespins to the pictures that correspond to the words on the clothespins. Have the students identify the vowel pair in each word.

9 After the group has orally read a story from the basal reader, have students silently reread the story to look for words containing vowel digraphs and diphthongs. Have each student make a list of the words. After a few minutes, have each list read aloud.

10 **Play Word Throw.** You will need a beanbag and a stack of flash cards containing words with vowel digraphs and diphthongs. Have one student throw the beanbag underhand to a member of the group. The thrower then displays a flash card. If the student who caught the beanbag can read the word correctly, he or she gets a turn to throw the beanbag. If the student can't read the word, the thrower gets another turn.

11 You will need a set of flash cards with words containing the vowel digraphs and diphthongs being studied. Write the vowel pairs on the board; ask the students to identify the sound or sounds of each vowel pair and to give examples of a word containing the vowel pair. Go through the pack of flash cards, saying the word and having the students repeat it after you. Occasionally pause and ask a student to identify the vowel pair found in the word and its sound. (If the students are familiar with the words, this "say and repeat" portion of the activity may be skipped.) Next tell the students you are going to make one of the vowel pairs on the board a "taboo," one that cannot be uttered. Circle the vowel pair selected. Tell students that they may read any word you display, except for words containing the taboo vowel pair. If such a word is shown to them, they should only say "taboo." If they forget and say the word, give them another word or correct them and continue. Begin going around the circle, showing each student a word and having him or her read it, unless it should be "taboo." As the students become better at recognizing the words, the rate of play should get faster.

12 **Play Vowel Pair Dice.** Make a vowel pair die from a one-inch wooden cube by writing a different vowel pair on each side. Prepare a deck of 18 picture cards. The picture names should contain the vowel pairs on the die. Two students may play. The first player throws the die; then he or she chooses a card from the stack. If the vowel pair on the die is found in the picture's name, the student wins a point. Players take turns until a predetermined time limit or number of points is reached.

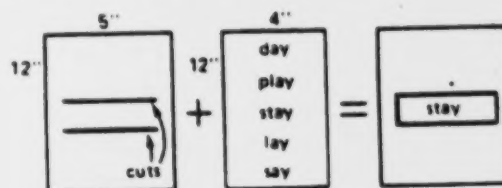
INDIVIDUAL ACTIVITIES

13 Prepare the following exercise on a duplicating master. Tell the students that the words at the top of the page are lacking vowel pairs. Ask them to complete each word by cutting out the letter squares at the bottom of the page and pasting each one in the appropriate word.

p__nt	i__
gr__	s__d
bec__se	z__
c__	sh__k
c__nt	b__d

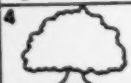
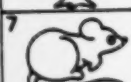
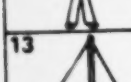
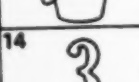
oy	ea	au	oo	ow
ee	oi	oo	ow	ou

14 Have the students make tachistoscopes using the wall charts from Activity 3; these will enable them to focus on one word of a vowel-pair family at a time. Give each student two pieces of paper, one 4 x 12, the other 5 x 12. On the 4 x 12 paper have the students write some of the difficult words from the wall chart. Next, have students cut two four-inch horizontal slits in the 5 x 12 paper, making sure the cuts are far enough apart for each word to be displayed. Tell the students to insert the 4 x 12 paper so that only one of the words may be read at a time. These student tachistoscopes may be used for home study and for small or large group activities.



15 Give the students a magazine or book text and ask them to list all the *ai* words on a specific page. Repeat the activity with other digraphs and diphthongs.

16 Prepare a duplicating master similar to the following worksheet. Distribute worksheets to the students. As you name the picture in each box, ask the students to circle the vowel pair that they hear in the word. Read the following words: saw, pie, balloon, tree, snowman, tower, mouse, breakfast, peanut, boy, pail, jay, boat, three, ear.

1  <i>ow</i> <i>ai</i> <i>aw</i>	2  <i>oi</i> <i>ie</i> <i>ai</i>	3  <i>ea</i> <i>oo</i> <i>ow</i>
4  <i>ie</i> <i>ee</i> <i>oa</i>	5  <i>ai</i> <i>ow</i> <i>aw</i>	6  <i>oo</i> <i>ow</i> <i>ee</i>
7  <i>ie</i> <i>aw</i> <i>ou</i>	8  <i>ea</i> <i>ie</i> <i>ai</i>	9  <i>ow</i> <i>ea</i> <i>oa</i>
10  <i>ou</i> <i>oy</i> <i>ai</i>	11  <i>ea</i> <i>ai</i> <i>ie</i>	12  <i>ay</i> <i>oa</i> <i>aw</i>
13  <i>oi</i> <i>oa</i> <i>ou</i>	14  <i>ee</i> <i>ue</i> <i>ay</i>	15  <i>ie</i> <i>ea</i> <i>ew</i>

BACKGROUND INFORMATION

As soon as a student begins to read, he or she is required to recognize words containing vowel digraphs and diphthongs. Vowel digraphs are two adjacent vowels in a syllable that together make only one sound (*ai* in *train*). Diphthongs are blends of vowel and semivowel sounds; these include *ou* and *ow* as in *shout* and *owl* and *oi* and *oy* as in *boil* and *toy*. Because students usually do not perceive the blend of sounds in diphthongs, but only hear a single sound, the distinction between digraphs and diphthongs need not be made at this level. Students need to learn the sounds, not the terminology. By learning to recognize the sounds of digraphs and diphthongs, the students will strengthen their word-analysis skills.

Both visual and auditory perceptual skills are needed for a student to master recognition of vowel digraphs and diphthongs. Practice in locating these sounds in words, both written and spoken, should be a primary teaching strategy. Word meaning is also helpful, especially when students are learning to read digraphs that have more than one sound (*ea* as in *tear*).

The greatest problem for students is the fact that the same letters can represent different sounds in different words (*ea* as in *head*, *bead*, *break*). Students often find it helpful to learn sets of words with the same sound. These sets can be found in William Kottmeyer and Audry Claus, *Basic Goals in Spelling* (New York: McGraw-Hill Book Co., 1975).

A good reference for teaching vowel digraphs and diphthongs is Dolores Durkin, *Strategies for Identifying Words* (Boston: Allyn and Bacon, Inc., 1976).

The following is a list of words containing vowel digraphs and diphthongs appropriate for Grades 2 and 3.

DIGRAPHS

ai — train, paint, wait, rain, afraid, mail, pail, tail

ay — away, say, day, stay, way, always, gray, jay, lay, play, pay

ea — head, ready, feather, heavy, instead

ea — eat, leave, peanut, please, dream, clean, cream, sea, stream, meal, easy, each

ee — see, three, tree, peep, keep, wheel, week, meet, sheep, need, seen, sleep, street, between, deep, feel

ie — pie, lie

oa — goat, boat, coal, coat, road, oak

ow — know, show, own, window, blow, bowl, crow, grow, low, row, scarecrow, snow, snowman, slow, throw

DIPHTHONGS

au — because

aw — saw, crawl, paw, raw

oi — noise, point, voice

ou — outside, about, around, house, found, our, sound, bounce, count, ground, mountain, mouse, mouth, proud, round, shout, without, loud

ow — now, cow, how, town, clown, owl, tower

Teacher Resource File

By Azalia Francis, Ed D.

INTRODUCTORY LESSON

Explain to students that words are made up of vowels and consonants. Define a syllable as a word unit that contains one vowel sound to which one or more consonants are often added. For instance, explain that *it* is a one-syllable word whose vowel sound is the short sound of the letter *i*. Add another consonant, such as *s*, to the beginning of the word, and *it* becomes *sit*, which is still a one-syllable word, because there is still only one vowel sound. However, if another vowel sound is added, then *sit* becomes a two-syllable word, such as *sitting*. It is the number of vowel sounds and not the number of vowel letters that determines the number of syllables in words. Tell students that they will be doing some activities that will help them recognize syllables in words.

Ask the students to say their names one at a time. Repeat each name and clap your hands once for each syllable.

Tell the students that you are going to say some words and that they are to clap their hands once for each syllable they hear. Suggested words are monkey, glass, grandmother, careful, apartment, cupcake, led, arithmetic.

Tell the students that you are going to clap your hands one, two, or three times, and they are to think up a word that has the same number of syllables as the number of times you have clapped. Call on a student to tell you a word. Write it on the chalkboard and draw lines through the syllable breaks. Distribute crayons and paper to the students. Explain that you are going to say some words and that they are to write them on their papers. Then have the students draw lines through each word to indicate the syllable breaks.

Objective 23 — The student will identify the written form of a word that has been correctly divided into syllables.

Words that are helpful in syllabication activities appear below:

singing	whistle	handle
picnic	rope	morning
disobey	jungle	farmer
bicycle	lonely	untie
uncle	forgot	raccoon
able	mountain	cupcake
beautiful	wonderful	helpless

BULLETIN BOARD IDEA

Write each student's name on a piece of colored construction paper and attach the papers to the top of a bulletin board. Below, write the numerals 1 through 4 under the word SYLLABLES. Pin strips of paper to form columns under each numeral. Each day ask several students to take their name cards from the top of the board and pin them to the column that shows the correct number of syllables in their names. When all of the names have been moved, attach other word cards to the top of the board.

SYLLABLES			
1	2	3	4



INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Write the word *rain* on the chalkboard and explain that it is a one-syllable word because it has only one vowel sound — the sound of long *a* — even though it has two vowel letters. Tell the students that when another vowel sound is added to the word *rain*, a second syllable is formed. For instance, when the suffix *ing* is added to the word *rain*, a second syllable is formed because *ing* has the short vowel sound *i*. Write the word *raining* on the chalkboard and ask a student to draw a line through it where there is a syllabic break. Remind the students that the number of vowel sounds (not vowel letters) determines the number of syllables in a word. Write the following words on the chalkboard and ask the students to divide them into syllables: *burning*, *added*, *cleaning*, *careless*.

2 Write the following eight words on the chalkboard: *forgot*, *mountain*, *picnic*, *cellar*, *tractor*, *happen*, *whisper*, *monkey*. Tell the students that when a vowel is followed by two consonants and another vowel (VCCV), a syllabic break often occurs between the two consonants. Point out the pattern in each word and ask individual students to draw lines where the syllabic breaks occur. Ask the remainder of the class to think of other words that demonstrate this pattern.

3 Distribute crayons and drawing paper to the class. Write words like the following on the chalkboard: *follow*, *doctor*, *corner*, *dinner*, *finger*, *garden*, *summer*, *squirrel*. Ask the students to write each word on their papers by using different colors for each syllable. When the students have finished, post their multicolored words on a bulletin board. Ask the students to tell you the rule they followed in dividing the words into syllables.

4 Write words like the following on the chalkboard: *taken*, *obey*, *garage*, *even*, *enough*, *parade*, *alone*, *ahead*, *paper*, *tonight*. Tell students that when a consonant is between two vowels, the syllabic break often comes between the first vowel and the consonant and that sometimes a single vowel can be a syllable (*o-bey*). Point out the pattern in each word and ask individual students to draw lines where the syllabic breaks occur. Ask the remainder of the class to think of other words that demonstrate this pattern.

5 Distribute crayons and drawing paper to the class. Ask the students to think of words that have the pattern VCV (vowel-consonant-vowel). Ask them to write their words by using different colors for each syllable. Ask the students about the rule they followed in dividing these words into syllables. Pin the words on the bulletin board.

6 Tell students that when a word ends with a consonant followed by the letters *le*, the consonant and the *le* usually form a syllable. Write words like the following on the chalkboard:

people	candle
able	whistle
little	uncle
turtle	purple
bottle	jungle

Point out the pattern in each word and ask individual students to draw lines where the syllabic breaks occur. Ask the remainder of the class to think of other words that illustrate this pattern. (Note that words ending in *-ckle*, such as *freckle*, do not follow this pattern because *-ck* forms a single sound unit.)

7 Have the students sit in a circle. Ask one student to say a one-syllable word, such as *friend*. Ask the student on the right to add a syllable to the word, such as *-ly* in *friendly*. Ask the student to say how many syllables the word now has. If the student is able to add a syllable, then have the next student try to add another syllable, such as *un-* in *unfriendly*. When no one can think of another syllable to add to the word, name another root word and continue the activity. Some words to use are the following: *tie*, *smile*, *move*, *care*, *bad*.

8 Write the following words on the chalkboard: *rented*, *eagle*, *practice*, *garage*. Ask the students to analyze the syllables in each word to determine where the syllabic break occurs. Help the students use their knowledge of the four patterns to accomplish this task. Repeat the activity with other words that follow the four syllabication rules taught.

9 Ask each student to cut a piece of paper into four sections and to number them 1 through 4. Say a word that has from one to four syllables and instruct each student to hold up the number that tells how many syllables are in that word. Vary this activity by asking a student to hold up a number while the rest of the group thinks of a word with that number of syllables.

10 Cut sheets of colored construction paper into 3 x 5 pieces. On each piece, write a word that ends with a consonant plus the letters *le*. Give the students each a piece of the paper and a pair of scissors and ask them to cut the words apart at the syllabic break. Collect the word segments and post them on a bulletin board so that the word breaks can be seen.

11 On 3 x 5 cards, write multisyllabic words (one word to a card) that illustrate the patterns being taught. Place the cards in a hat. Pass the hat around to a small group of students and instruct them to each take a card. Ask the students to cut the word on the card into syllables. Have them hold up the pieces to show the syllables.

12 Prepare a set of ten flash cards with one word of one or more syllables on each card. On the other side of each card, write the number that tells how many syllables are in that word. Instruct two students to work together. One can hold up a card to show a word while the other tells how many syllables are in it. The first student can confirm the answer by looking at the back of the card. After several minutes, have the students change roles.

13 Ask the students to take turns reading aloud from their basal readers. After each one has finished reading, ask the student to say how many syllables there are in a specified word from the passage and to find a two-syllable word in the passage and say what the syllables in the word are.

14 Ask each student to make a four-page booklet and label it *Book of Syllables*. Have the students write the numbers 1, 2, 3, and 4 in the top center of each page. Then ask the students to write words in their booklets that have the same number of syllables as indicated by the number on the top of each page. When the students have recorded ten correct words on each page, encourage them to take their booklets home.

15 Ask the students to fold a piece of paper into four parts and to write the following words, one to a section: kitten, turtle, kicking, giraffe. Have the students draw a picture of each word and then divide the word into syllables by drawing slashes between the syllables. Repeat the activity using words that can be illustrated and that follow the syllabication rules.

16 Make a duplicating master in which two-syllable words are divided by syllables. Write the first syllable of each word on the left side of the page and the second syllable on the right, in random order. Distribute copies to the class. Ask the students to build as many words as they can by using syllables from both sides of the page.

EXAMPLE —

un	nic
pic	tie
a	tain
moun	less
lone	ble
help	ten
kit	ly

17 Ask the students to fold a piece of paper into four vertical columns. Assign a paragraph from the basal reader for them to read, and instruct the students to write all one-syllable words from the paragraph in the first column, two-syllable words in the second column, and so on. Ask the students to write each word only once and to draw slash marks to show where the words are divided into syllables.

It is important for students to learn that a syllable is a vowel sound to which one or more consonants are frequently added. The number of vowel letters may be greater than the number of vowel sounds; it is the latter that determines the number of syllables. The importance of learning syllabication is based on the fact that syllables, not words, should be analyzed when the reader confronts an unfamiliar word. Successful decoding depends upon consideration of syllabication. The purpose of the objective is not for the students to become experts at accurate syllabication; their dictionaries provide that information. The main purpose is for the students to think of words as having sound units called syllables into which the words can be broken to facilitate decoding. The activities in this file concentrate on four general patterns that are helpful in the recognition of syllable breaks.

Affixes and inflections are usually syllables (un-bind, play-ing, heat-er).

When a word has the pattern VCCV (vowel-consonant-consonant-vowel), it is usually divided into syllables between the consonants (cir-cus, pic-nic).

When a word has the pattern VCV (vowel-consonant-vowel), a syllabic break usually occurs between the first vowel and the consonant (be-gin, to-ma-to, o-bey).

When a word ends with the letters *le* preceded by a consonant, that consonant plus *le* usually forms a syllable (un-cle, sin-gle). Exceptions to this rule are words ending in *-ckle* (fre-ckle, pi-ckle) because the letters *ck* form a sound unit.

As students gain experience in syllabication, they will be able to recognize patterns and use them as tools to help identify unknown words. An excellent resource on syllabication is Dolores Durkin, *Teaching Young Children to Read*, 2d ed. (Boston: Allyn and Bacon, Inc., 1976).

Teacher Resource File

By Azalia Francis, Ed.D.

Objective 26 — The student will identify the root words of affixed words.

INTRODUCTORY LESSON

As students develop their reading vocabulary, they need to become increasingly aware of root words.

Ask a student to tell you what the word *root* means. (Use the word *base* if your reading or language-arts text uses the term *base words* instead of *root words*.) Explain to the students that roots are the base and support for plants, and root words are the base and support for many bigger words. We can add word parts to the beginning or the end of root words to make new words. When we are reading and come to words that we do not know, we can sometimes find a root word that we do know, and it helps us figure out what the bigger word is.

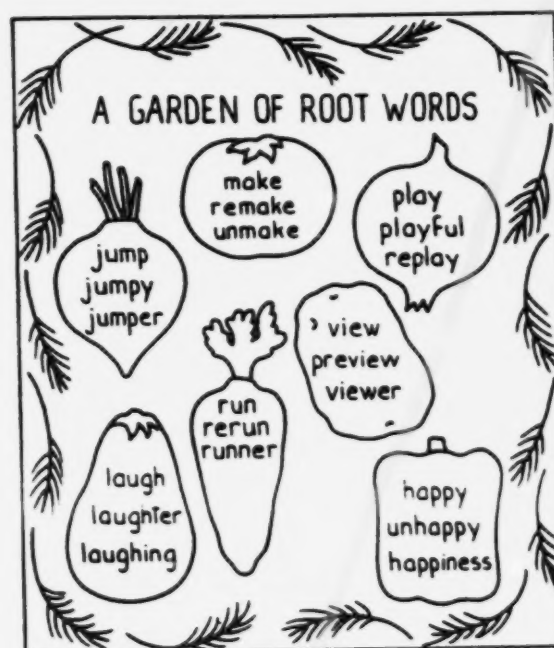
On the chalkboard put some words that have endings (suffixes) on them. Ask the students to take turns coming to the board and, with a different color of chalk, drawing a circle around the root words. Sample words: matches, careless, thinker, laughing, badly, shoes, snowed, farming, taller, coolest, sailor, witches, warmly, painted.

On the chalkboard put some words that have beginnings (prefixes) on them. Ask the students to take turns coming to the board and, with a different color of chalk, drawing a circle around the root words. Sample words: unkind, replay, distrust, prewash, intake, rewrite, misfire, unable, discover, repaint, preview, uneven.

Explain to the students that there is a difference between a compound word (a word made up of two words) and a root word with affixes (prefixes and suffixes). Make a list of compound words on one side of the chalkboard and a list of affixed words on the other. Ask the students to take turns separating the compound words into two words; then ask the students to take turns separating the roots from their affixes. Point out that both of the compound words are still words after their separation, and that there is usually a part of an affixed word that, by itself, does not have any meaning. Sample compound words: cornfield, cupcake, steamboat, scarecrow, watchman. Sample affixed words: singer, calling, untie, dislike, proudly, reunite.

BULLETIN BOARD IDEA

Make this heading for the bulletin board: **A GARDEN OF ROOT WORDS**. Give the students colored paper, glue, and scissors. Ask each student to make a vegetable shape. Print a different root word and one or two affixed words containing that root word on each item and mount them on the bulletin board. Arrange the items to resemble a garden. Arrange shredded green cellophane to resemble grass or place pine boughs or autumn leaves around the display.



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INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Remind the students that sometimes we have to drop or add letters to root words before we can add an ending. Write the following words on the chalkboard: poking, written, worried, hurries, stopped, running, funnier, giving, happiest, making, parties, planner.

Ask the students to take turns coming to the chalkboard and writing the root word next to each word on the board. If a letter has been dropped, ask the student to circle it in the root word; if a letter has been added, ask the student to circle it in the affixed word. Repeat the activity with other root words that undergo spelling changes when affixes are added.

2 Draw a tree on a large piece of tagboard. Print affixed words on small, light green leaves and tape them to the top of the tree on the chart. Ask students to take turns choosing a leaf, cutting the root word from the leaf, pasting it on a brown paper square, and taping it to the bottom of the tree to form a root. Sample words: timely, remake, mistrust, undone, remove, eventful, teacher, delight, helpful, agreement, worldly, youngest, revisit, refine, submarine, reopen, lucky, shorten, pointed, placement, trickster, reseal.

3 Explain to the students that *er* and *or* are often added to an action root word to name a person or animal who is doing that action. Call these words "actor words." Write some actor words on the chalkboard. Give each student a piece of paper and ask them to fold it in fourths. Ask the students to choose four actor words from the board, to find the root words, and to write one of the root words in each square. Ask them to draw a picture in each square showing the action being performed. Sample words: builder, mover, hunter, fisher, driver, dancer, climber, farmer, trainer, walker, thrower, catcher, sailor.

As a variation, use only action words that require the doubling of the final consonant before *er* (runner, hopper, caller, stepper, shopper, potter, sitter, batter, cutter).

4 When there are no students present, tape affixed words on small slips of paper under the students' desks, tables, chairs, or any other appropriate place. Tape a blank piece of butcher paper to the wall, or place it on a worktable. Have crayons or multicolored markers available for the students' use.

Ask the students to hunt for their mystery words. When they have found them, ask them to take turns choosing a colored marker and writing the root word of their mystery word on the butcher paper. Repeat the activity with other words.

5 Ask the students to find affixed words in a basal text story of their choice. Ask them to make a list of these words and to give the list to another student who is to write the root word beside each word listed.

6 Ask the students to look in their dictionaries or basal texts and to find the hardest, longest affixed word they can. (An affixed word is one that has prefixes, suffixes, or both.) Tell them that there is a catch: they have to find the root word in the word they choose. Ask them to write the word and its root on a slip of paper.

Instruct each student to take a turn printing his or her affixed word on the chalkboard. Ask the other students to write down on a scrap of paper what they think the root word is. The student who has presented the affixed word may then put the root on the board. The students may vote to agree or disagree with him or her, and if there is considerable disagreement with the presenting student's analysis, discussion should be opened. A final judgment can be made with the aid of a dictionary.

7 Print *antidisestablishmentarianism* on the chalkboard. Help the students to dissect the word by asking them to find the root (*stable*). Hint that sometimes we have to drop the *e* on the end of a word to add a suffix (ending).

Ask the students to look up *stable* and then *establish* in their dictionaries. Discuss the expansion of the word *stable* into *establish* and the effect of the addition of each suffix and prefix. Have a contest to see how many words each student can make using the root and affixes in *antidisestablishmentarianism*. Award a prize to the student with the longest list.

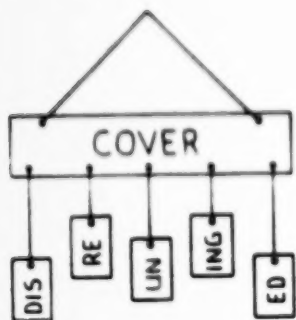
SMALL GROUP ACTIVITIES

8 Play *Root Switch*. Ask the students to sit in a circle. Choose a student to begin the game. Ask him or her to say a root word that has a prefix or suffix. Ask the next student to give another word that uses the same prefix or suffix. Let each student continue in turn until it is necessary to introduce a new prefix or suffix.

9 Ask two small groups to line up at the chalkboard, which should be divided into two sections. Give the first student in each group a piece of chalk and ask her or him to write the root word in the word you say, remembering the rules about spelling changes. After writing the word, the student gives the chalk to the next player in line and goes to the end of the line. Each group receives a point for a correct root word, and the group with the most points wins.

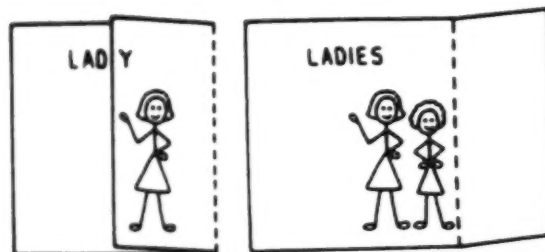
10 **Make Root Modules.** Give each student a 5 x 7 card, with a different root word printed on each card. Also, provide students with 3 x 5 cards (or computer cards, cut in fourths), yarn, and a hole puncher. Show the students how to punch holes in the upper right- and left-hand corners of their root word cards and how to attach a piece of yarn for hanging them. Ask the students to copy their root words from the front to the back of their big cards so the root module mobiles can be read as they rotate.

Ask the students to write affixes that go with their individual root words on both sides of the small cards. Then show the students how to assemble their mobiles according to the following illustration. Sample words: cover, count, close, class, earn, wash, use, turn, tie, wind, call, help, live, read, care, time.



11 Turn an 8½ x 11 sheet of paper widthwise and, in the top center, print the plural form of one of these words: lady, baby, bunny, candy, fly, city, fairy. Then fold the right one-third of the paper over so that the edge covers up the plural ending. On top of the flap, print the letter y. The root word should now appear. Make one folder for each student and distribute. Ask each student to read aloud the root word. Instruct the students to

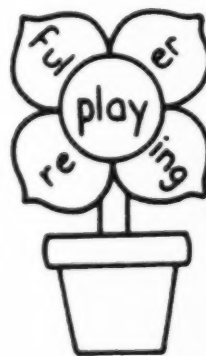
draw a picture of what the word says just below the y on the top flap. Then ask the students to open the folder and to draw a picture of what the new word says just below -ies underneath the flap. When the students have finished, ask them to share their words and drawings with the other members of the group.



12 **Collect old sports magazines.** Give each student a piece of heavy paper, scissors, glue, and magazines to share. Ask the students to cut out pictures of people or situations that might be described with an *ing* action word (swimming, running). Ask them to cut out, arrange, and glue the pictures on their heavy papers, leaving room for words. Then ask the students to print words ending in *ing* next to the pictures they cut out. Ask them to draw a circle around the root word in each *ing* word and to indicate any spelling change. Display the action pictures for students' reference or bind them into a classroom book.

INDIVIDUAL ACTIVITIES

13 Give each student a precut tagboard circle, measuring about four inches in diameter, some precut pastel petals, glue, and one green plant stake. Ask the students to scan their texts, newspapers, or magazines for root words with affixes. Ask them to print the prefixes or suffixes on the petals and the root words on the circles, to glue the petals around the outside of the circles, and to glue the plant stakes to the backs of the flowers they have made. Plant the flowers in a pot filled with sand.



14 Fold $8\frac{1}{2} \times 11$ pieces of paper into thirds widthwise. Turn the paper lengthwise and, on the left-hand side of each paper, print three forms of an adjective (big, bigger, biggest) one word to a fold. Use a different adjective on each paper.

Give each student an adjective paper, crayons, markers, glue, scissors, and some magazines. Ask the students to find and glue or draw pictures that are described by the adjectives written on the paper. Ask them to make the pictures as serious or as funny as they like. Show them an example. When they have finished, ask the students to underline the root word in their adjectives. Sample words: nice, mean, high, ugly, loud, tiny, slow, heavy, big, wide, low.

15 Cut out large, pink paper hearts. Explain to the students that feelings are very important and that there are many words we can use to talk about our feelings. Many of these feeling words are root words. *Happy* and *sad* are two of them, and there are a lot of words that have grown from those two (unhappy, sadness).

Give each student a paper heart. Ask the students to draw a small picture of themselves in the center of the heart. Ask them to write all the feeling words they can think of on the hearts. Ask them to use a root word at least twice to form other words. When they have run out of ideas, suggest that they look for feeling words in some of the stories they have read.

16 Give each student a piece of paper, some glue, scissors, a sharp pencil, and a current newspaper. Ask each student to cut out a 15- to 20-line article or paragraph and to glue it on the left-hand side of his or her paper. Ask the students to find all the words in their news item that have root words, to circle them, to draw a line from the circle to the right-hand side of the paper, and, at the end of the line, to write the root and encircle it.

17 Find words in a basal text story that have affixes. Make a list of these words and give the list to the students. Ask the students to write the root words next to the words on the list.

18 Print affixed words, using varied sizes and styles of lettering, on a duplicating master (reread, return, mistake, unfold, hopeless, baker, pushing, pulley, nesting, musical, cooling, growth, foolish, dreaming, basketful, windowless, uncover, unbreakable, bravely, hairy, dotted, nicest, fiercely, payment). Scatter the words all over the page. Reproduce one copy for each student. Ask the students to draw a brightly colored rectangle around the root of each word.

BACKGROUND INFORMATION

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After students have mastered basic reading vocabulary, an awareness of the relationship between root words and affixes (prefixes and suffixes) is essential to their word-analysis skills, and it can increase their power to express themselves. Root words are basic words that may be expanded by prefixes and/or suffixes that alter the meaning of the root word. Root words are sometimes called *base words*. Prefixes added to root words do not change the structure of the roots. Suffixes added to root words do not usually change the structure of the roots, with the following exceptions:

If a word ends in silent *e*, the *e* is usually dropped before the suffix beginning with a vowel is added.

If a word ends with a consonant followed by a *y*, the *y* is changed to *i* before *ed* or *es* is added. When *ing* is added, the *y* remains the same.

If a word ends in a single vowel followed by a single consonant, the final consonant is doubled before *ed* or *ing* is added. The word stays the same when *s* is added.

A root word is the smallest unit that a word can be reduced to and still be related in meaning to a group of words. The root word in *play*, *player*, and *replay* is *play*. The word cannot be reduced to *lay*, because *lay* is not in the same word family.

When students can identify root words, they have mastered an important structural analysis skill that will help them attack new words. (The word *disentanglement* becomes less formidable when the root word, *tangle*, is discerned.)

A second category of root words are those of Greek or Latin derivation (progress, regress, digress). Working with these kinds of roots can be interesting and challenging to older students who have mastered both the concept of root words and the specific English root words. Learning the Greek and Latin root words will expand the students' reading and language-arts skills even further.

The *PRI Reading Systems Teacher Resource Files* for Objectives 28B, 28C, and 28D, Affix Usage, are developmentally related to root words.

Useful references include the following books: Dolores Durkin, *Teaching Young Children to Read*. 2d. ed. (Boston: Allyn and Bacon, Inc., 1976) and Sidney and Iris Tiedt, *Language Arts Activities for the Classroom* (Boston: Allyn and Bacon, Inc., 1978).

Some dictionaries have sections on root words. Dictionaries also have word origins, which are helpful in determining Greek and Latin root words.

Teacher Resource File

By Azalia Francis, Ed D

Objective 27 — The student will match contractions with their expanded forms

INTRODUCTORY LESSON

Discuss with the students the meaning of the word *contraction*. The root word (or base word) is *contract*, which means "to draw or pull together." Ask the students how they think words might be contracted or pulled together. You may help them understand this idea by saying several sentences twice, the first time using uncontracted words, the second time using contractions (Today is a nice day. We are going to have fun. Today's a nice day. We're going to have fun.).

Explain that a contraction is a shortened word made by putting two words together and leaving out some letters, with the left-out letters being replaced by an apostrophe.

(If a flannel board is not available, the following activity may be done on the chalkboard.) Make flannel-backed apostrophes and letters for word pairs consisting of a verb and *not* (do not, has not, is not, could not). Put the word pairs on a flannel board. Demonstrate how the *o* in *not* is removed, the *n* is moved next to the first word, an apostrophe is added to replace the *o*, and the *t* is moved next to the apostrophe. Do this with several word pairs and then have the students try it with different ones.

Write the following words on the chalkboard and show how they are shortened in becoming part of a contraction:

not → n't	had → 'd
are → 're	will → 'll
have → 've	is → 's
would → 'd	has → 's

After these abbreviations have been discussed, erase the board. Then write each abbreviation on the board ('re, 'll) and ask the students to write the word it stands for.

Point out that a contraction is similar to the words from which it is formed. Write on the board two sets of words in columns, one containing word pairs and the other containing the words' contractions. Ask students to draw

lines to match the contractions with their expanded forms.

Word Pairs	Contractions
is not	couldn't
has not	didn't
could not	hasn't
did not	isn't

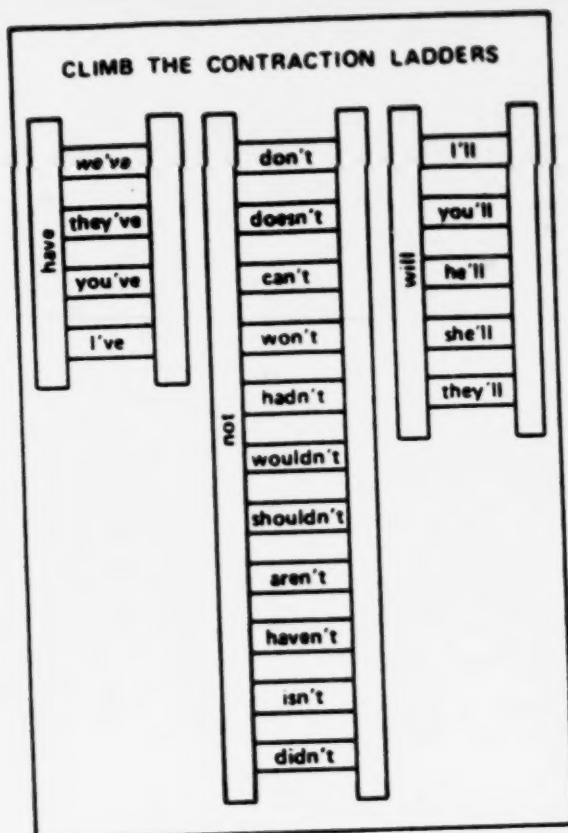
Write a list of contractions on the board. Ask the students to read the contractions and then to use them in oral sentences.

Write on cards phrases that can be contracted (I am, we would, she has, he is, she will, she is, they are, you would, they have) and pass out the cards. Ask the students to read each phrase and to write below it the contracted form.

BULLETIN BOARD IDEA

Using construction paper, cut out the heading **CLIMB THE CONTRACTION LADDERS**. Center the heading at the top of the bulletin board. Make three vertical ladders out of construction paper or cardboard. Along the side of the first ladder print *have* and in the rungs of the ladders print *we've, they've, you've, I've*. Along the side of the second ladder print *not* and in the rungs of the ladder print *don't, doesn't, can't, won't, hadn't, wouldn't, shouldn't, aren't, haven't, isn't, didn't*. Along the side of the third ladder print *will* and in the rungs of the ladder print *I'll, you'll, he'll, she'll, they'll*. (If desired, students could print the words on the ladders.) Post the ladders on the bulletin board and ask the students to refer to them frequently during their study of contractions. Students could be asked to use all of the contractions on the ladders in sentences, oral or written, or to write the expanded forms of the contractions on a piece of paper.





1 Ask the students to write as many contractions as they can in one minute. The student who writes the most correct contractions is named "Captain Contraction" and must tell the class the expanded form of each contraction on his or her list.

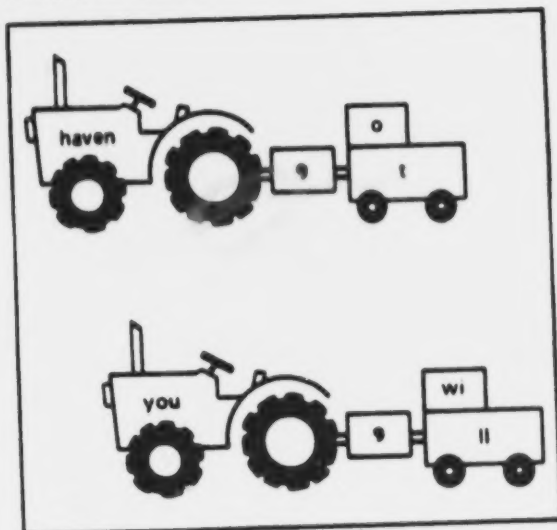
2 Play *Contraction Action*. Divide the class into two teams and assign a member of each team to be the "checker." Ask each student to find a contraction in the basal text, to write it down along with its expanded form, and to give the page and line number where it was located to the checker, who then verifies the information and writes it on the board. At the end of a given time, the team with the most verified contractions and expanded forms wins.

3 Play *Locate the Contraction*. Make football-shaped cards that are large enough to be seen and read by each student. On each card, write a contraction from a basal text story and include the words that come just before and just after the contraction. Hold up a card, and ask the students to read the three words silently and to skim the story to locate the contraction (the middle word). Students should raise their hands when they locate the word. Have the student who finds the contraction first read aloud the sentence that contains the contraction and tell the expanded form of the contraction. If the student's answer is correct, the student is given that football card. Play continues until the cards run out. The student with the most cards wins.

4 Make "slates" by sticking flat black contact paper onto cardboard rectangles. Give each student a slate and a piece of chalk. Write a contraction on the chalkboard. Ask the students to write on their slates the letter that has been left out and/or the expanded form of the contraction and to hold the slates up. Look around the room to see that the answers are correct. Repeat the activity several times with different contractions.

5 Tell the students that some contractions are formed in an irregular way and that these "oddball" contractions are sometimes found in songs and poems. Write the following lines on the chalkboard: "Twas the night before Christmas" and "My country, 'tis of thee." Underline 'twas and 'tis. Ask someone to read the lines. Ask what the underlined words mean (it was, it is). Help the students figure out how the contraction was formed. (The first word was shortened and attached to the second word.) Repeat the activity with 'til and o'er, using song or poem lines that contain these words. ("Til the cows come home," "O'er his white bones when they are bare," "O'er hill and dale," "O'er thy sheltered nest").

6 Make *Tractor Contractions*. Write on the chalkboard as many contractions as there are students in your class. Have each student choose one. Ask each student to cut from construction paper a tractor, a wagon, and two cards. Then have each student print the first part of his or her contraction on the tractor, the second part on the wagon, the apostrophe on one of the cards, and the letters left out in forming the contraction on the other card. Ask each student to "hitch" the tractor to the wagon using the apostrophe card and then to fasten the card with the letters to the top of the wagon. Display the tractor contractions on a bulletin board.

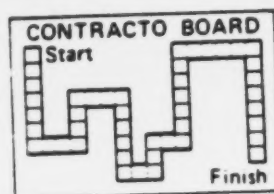


7 Ask the group to make a contraction-study poster for the class. On poster board, draw a tree with bare branches. Ask the students to write contractions on each branch. Have them make separate leaves on which they write the letters left out in forming each contraction. When students have finished, pin the leaves under the tree and display the poster on a bulletin board. Students may take turns attaching the leaves with the left-out letters to the correct contractions.

8 Make *Mixed-Up Contraction Cards*. On 3 x 5 cards write contractions, one per card. Put the cards in a box and ask each student in the group to choose a card. Each student must tell the words that form the contraction on the card and use the contraction in an oral sentence.

9 Ask each group member to make five contraction flash cards, writing a contraction on one side of the card and the expanded form on the other side. Shuffle the cards and ask the students to take turns drawing a flash card. Each student should read both sides of the card and use both the contraction and the expanded form in oral sentences.

10 Play *Contracto*. Use poster board to make a playing board like the one shown below. Make a spinner divided into five numbered sections. Write 20 or more contractions on cards. Ask each student to select a card and to spin the arrow on the spinner. To advance the number of steps indicated on the spinner, the player must correctly use the contraction on the card in an oral sentence. You may want to include some cards with improper contractions (willn't, can't, she've). A player who draws such a card and who does not identify the contraction as improper loses a turn.



11 **Play Boo-Hiss.** Ask the members of the group to take turns telling a familiar story ("Cinderella," "Jack and the Beanstalk") using no contractions. If a student uses a contraction, the other students say, "Boo, hiss" and the student must stop narrating. The next student picks up the story and play continues clockwise around the circle until each member has had a turn or until the story is finished.

12 Ask the members of the group to take turns reading a story from the basal text, substituting contractions wherever possible. Where a contraction is used in the story, the student reading should substitute its expanded form. The other students in the group should read along silently and correct any errors that the reader may make (not substituting a contraction where possible or not expanding a contraction). Each student should have enough time to read at least one paragraph from the story.

INDIVIDUAL ACTIVITIES

13 Ask each student to make three flags and to label each with a word pair or verb phrase that can be contracted. Ask each student to look in magazines or newspapers for the contractions these word pairs make and to paste the contractions on the correct flag.

14 Ask the student to dictate a short story about an experience he or she has had and to use as many contractions as possible. Write down the story and circle each contraction. When finished, have the student say the expanded forms of the circled contractions. Then have the student draw a picture to illustrate the story.

15 Ask the student to read a story from the basal text, to find the word pairs or verb phrases that can be contracted, and to write each one on one side of a piece of paper. On the other side of the paper, ask the student to write the corresponding contractions.

16 Give each student a magazine page. Ask each student to circle all the word pairs that can be contracted and to say what the correct contractions are.

17 Ask the student to select a favorite character from a story and to write three or four sentences that the character might say, using a contraction in each sentence.

BACKGROUND INFORMATION

A contraction is a word that is formed by combining two words and omitting one or more letters; an apostrophe indicates where the letters have been omitted. The letters are usually left out of the second word. The abbreviated form of a given word is generally the same in all of the contractions containing that word (*n't* for *not*, *'re* for *are*, *'ll* for *will* or *shall*).

It is important to help the students to recognize contractions and the words from which they are formed. Students often use contractions in their speech because contractions are informal and quick; however, they may need help in relating the oral forms to the written forms and in understanding the structural changes that words undergo when being contracted.

Students need to be introduced to the regular contraction forms and shown how to make them. Drill may be necessary to help students learn the irregular ones (*cannot* to *can't*, *will not* to *won't*).

A good reference for teaching contractions is Dolores Durkin, *Teaching Them to Read*, 3d ed. (Boston: Allyn and Bacon, Inc., 1978).

Teacher Resource File

By Azalia Francis Ed.D

Objective 28 — The student will use affixes to complete words

INTRODUCTORY LESSON

Write the following sentence on the chalkboard: While I was covering the cookies, I discovered that Mother covered and then uncovered the cake. Underline the word *cover* in each word and explain to the students that it is the root word of *covering*, *covered*, *discovered*, and *uncover*. Tell the students that we sometimes add letters to the beginning and end of a root word; these letters change the meaning of the root word. Explain that they will be doing some activities that will help them learn how to look at all the parts of a word in order to understand its meaning.

Write the word *behave* on the chalkboard and ask a student to tell you what it means. Then add the prefix *mis-* to the beginning of the word and read the new word, *misbehave*, out loud. Tell the students that the letters *mis-* change the meaning of the word *behave* so that it now means "behave badly." Explain to the students that letters added to the beginning of a root word that change its meaning are called a *prefix*. Write the word *prefix* on the chalkboard and ask the students to repeat it. Then write the following words on the chalkboard and ask students to draw a circle around the prefix in each: unclear, recall, unopen, return, unsafe, inside.

Write the word *care* on the chalkboard and ask the students if anyone knows how to change this word to mean "free from care." If no one knows, add the suffix *-less* to the end of the word and explain that the word *careless* means "without care" or "free from care." Tell the students that letters added to the end of a root word that sometimes change its meaning are called a *suffix*. Write the word *suffix* on the chalkboard and ask the students to repeat it. Then write the following words on the chalkboard and ask the students to draw a circle around the suffix in each: readable, helpful, backward, careful, helpless.

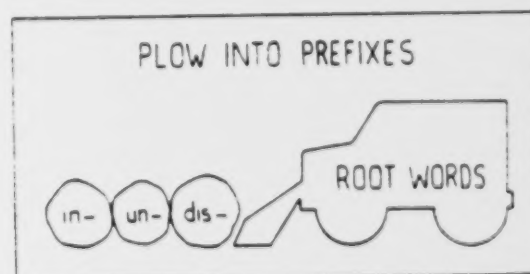
Explain to the students that there are some suffixes that do not greatly change the meaning of the root word. For instance, write the word *girl* on the chalkboard and explain that, in order to make

this word mean "more than one girl," the letter *s* is added, which changes the word *girl* to *girls*. Write the word *boxes* on the chalkboard and ask a student to underline its root word. Ask another student to draw a circle around the part of the word that tells us there is more than one box.

Explain to the student that some suffixes cause a spelling change in the root word. Write the word *baby* on the chalkboard and explain that in order to make this word mean "more than one baby," you change the *y* to *i* and add *es*. Write the following words on the chalkboard and ask the students to write the root word for each and say what spelling change occurred: funny, happily, runner, friendliest, coming.

BULLETIN BOARD IDEA

Make a simple snowplow out of construction paper and write **ROOT WORDS** on it. Attach it on the right side of the bulletin board. Cut three large snowballs out of white paper and label them *in-*, *un-*, *dis-*. Attach them in front of the snowplow as shown below. Title the bulletin board **PLow INTO PREFIXES**. As the students learn more prefixes, have them make additional snowballs on which prefixes are written. Attach the new snowballs in front of the snowplow. After several weeks change the bulletin board: attach a kite to the left corner of the board and label it **SUFFIXES**. Attach a string to the bottom of the kite and snake it back and forth across the board. Encourage the students to make "suffix" bows for the tail of the kite. Title the bulletin board **FLYING WITH SUFFIXES**.



INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 List the following words in a column on the chalkboard: bumpy, unbutton, papers, turning, visited, dislike, unkind, discover. To the right of these words, write the headings PREFIX, ROOT WORD, SUFFIX. Tell the students that you are going to read the first word out loud and that you want them to find its root as well as any prefix or suffix. Call on a student to write each segment of the word under the appropriate heading. Continue this activity until all of the words have been analyzed. Repeat the activity using words that undergo spelling changes when suffixes are added. Try to give everyone a turn at the chalkboard.

2 Prepare 30 cards like the following one. Vary the suffixes and prefixes on each card so that no two are exactly alike. Provide each student with a set of markers. Call out an affixed word and instruct the students to cover with a marker the prefix or suffix that is heard in the word. The first student to cover a row, either horizontally, vertically, or diagonally, is the winner.

-ing	-ful	un-
mis-	dis-	-less
-er	-able	re-

3 Write the suffixes *-er* and *-or* on the chalkboard. Explain to the students that these suffixes mean "someone who does something." Tell the students that instead of saying the sentence, "She is a person who farms," you can add *-er* to the end of the word *farm* and then say, "She is a farmer." Write the following sentences on the chalkboard and ask the students to fill in the missing words.

A person who teaches is called a _____.

A person who climbs is called a _____.

A person who directs is called a _____.

A person who dances is called a _____.

A person who dreams is called a _____.

A person who visits is called a _____.

A person who learns is called a _____.

A person who instructs is called an _____.

A person who writes is called a _____.

A person who skates is called a _____.

4 Write the following list of words on the chalkboard and ask the students to attach a prefix to each word so that it is changed to have the opposite meaning: fair, happy, obey, kind, honest, friendly, appear, tie.

5 Write six prefixes (un-, il-, re-, mis-, in-, dis-) on the chalkboard and say a word using one of them. Instruct the students to take turns drawing a circle around the prefix on the chalkboard that was heard at the beginning of the word. This activity may also be used with suffixes.

6 Write the following prefixes on the chalkboard: re-, in-, non-, super-. Tell the students that these prefixes, when attached to a root word, change its meaning. Explain that the prefix *re-* means "again"; the prefixes *in-* and *non-* mean "not"; and the prefix *super-* means "more than." Then write the following pairs of words on the chalkboard: call, recall; correct, incorrect; stop, nonstop; man, superman. Discuss the meaning of each root word and ask the students how the prefix changes its meaning.

7 Have each student write one sentence containing an affixed word. Ask three students to put their sentences on the chalkboard. Then call on other students to identify the affixed word in each sentence by underlining the root and circling the affix.

SMALL GROUP ACTIVITIES

8 Make a three-colored deck of cards. Print prefixes on one color, roots on a second color, and suffixes on a third color. Shuffle the deck and deal the cards to the students. Ask them to match the cards in their hands to make affixed words and to arrange the words face up on the table in front of them. When they have exhausted all the possibilities in their hands, ask them to take turns drawing from each others' hands. The first student to play all the cards in his or her hand is the winner.

9 Ask the students to take turns reading aloud from the basal reader. After a student has finished reading, ask him or her to change one of the words in the passage read to another word by adding either a prefix or a suffix. Help the student, if necessary, by identifying a word to be used.

10 Provide a small group of students with a list of ten root words. Have them add a prefix or suffix, or both, to each word and then use it in a sentence. Demonstrate by adding the prefix *un-* and the suffix *-ed* to the root word *button* and then saying or writing, "The boy unbuttoned his sweater."

11 Write affixed words on individual cards and place these cards face down on the table. On another set of cards, write definitions for the affixed words and place these cards face up on the table. Ask a small group of students to take turns turning over a card with an affixed word and trying to match the word with its definition. If a match is made, the student keeps the pair of cards. Continue until all definitions have been matched to words.

12 Ask a small group of students to sit in a circle. Give each student a pencil and a 3 x 5 index card. Ask the students to think of a root word and to write it on the card. Then ask them to pass the cards to the person on their right. Ask them to read the word on the new card they received and to write it again, this time adding a prefix or suffix. Encourage the students to keep passing the cards and adding affixes until they run out of possibilities. At the end of play, ask each student to read aloud the words written on his or her card.

INDIVIDUAL ACTIVITIES

13 Make up a worksheet similar to the following. Instruct the students to match each root word on the left with a suffix on the right. Tell them that there are many possible combinations; however, each root word and suffix may be used only once. When the students are finished, ask them to write a sentence using each affixed word.

<u>Root Word</u>	<u>Suffix</u>
back	less
quiet	er
sail	ed
use	ward
hunt	or
sing	ly
farm	ing

14 Duplicate a paragraph and instruct the students to find and list all the affixed words. Ask the students to underline each root word and draw a circle around the prefixes and suffixes.

15 Make up a worksheet similar to the following. Ask the students to match each affixed word in Column 1 with the word or phrase in Column 2 that best defines it.

<u>Column 1</u>	<u>Column 2</u>
thankless	full of faith
smallest	act badly
remove	out of work
misbehave	not grateful
trustful	very little
rewash	take away
incorrect	harsh
unkind	clean again
jobless	wrong

16 List the following words on a worksheet: dirty, disappoint, spotless, joking, lucky, untie, glasses, cupful. Ask the students to write two sentences for each word. One sentence should use the root word and the other should use the root word plus its prefix or suffix.

The word *affix* means to attach to a base, stem, or root. When used in word analysis, it refers to either a prefix or a suffix. Prefixes are one or more letters that are added to the beginning of a root word and change its meaning. Suffixes are letters that are attached to the end of a root word and change its meaning or function; they may also change its spelling. Suffixes are divided into two categories — derivational and inflectional. Derivational suffixes change the meaning of the root word (*fearful*, *agreeable*, *useless*, *backward*, *childish*). Inflectional suffixes have less of an impact on the meaning of the root word and usually indicate a functional change in number, tense, or degree (*cars*, *dresses*, *talked*, *walking*, *taller*, *tallest*, *quietly*).

Write commonly used prefixes and suffixes on the chalkboard or on a chart. Encourage students to analyze the structure of affixed words; this will help them decode unfamiliar words. Word-building exercises can help students who have difficulty with this objective, and the exercises can enlarge their vocabularies. Students may also need to review the rules governing spelling when endings are added to words.

PRI Reading Systems Teacher Resource Files 26B and 26C, Root Words, are developmentally related to this objective. A useful reference is Dale D. Johnson and P. David Pearson, *Teaching Reading Vocabulary* (New York: Holt, Rinehart and Winston, 1978).

Some common prefixes:

ad	be	anti
com	de	auto
dis	inter	bi
en	non	super
ex	pre	trans
in	re	un
pro	sub	mis

Some common suffixes:

able, ible	ish	ship
age	ism	some
den, dom	ist, ite	ster
ar, er, or	ity, ty	tion
est	ly	tude
ful	less	ure
ion	ment	ward
ise, ize	ness	

Teacher Resource File

By Azalia Francis Ed D

Objective 40 — The student will identify the correct use of pronouns

INTRODUCTORY LESSON

Tell the students they are going to learn about pronouns. Ask them if they know what pronouns are; review the term if necessary. Reproduce two or three paragraphs (see EXAMPLE below) that are at the students' reading level and pass the sheets out to the students. Ask them to read along silently as you read aloud. After you have read the passage, ask the students to circle all the pronouns in the story. When the students have finished, ask them which words they circled. Put the words on the chalkboard. If anyone has circled a noun, point out that names of persons, places, or things are nouns, and pronouns take the place of nouns.

EXAMPLE — Interesting birds called penguins live around the South Pole. They usually spend all their waking hours in the water. Only during the egg-laying and mating periods do penguins live on land. Every year they swim to their breeding grounds and gather there in huge flocks.

During the egg-laying period, the female penguin lays one egg. This is kept in a flap of skin, like a pocket, near the top of her feet. The male and female penguins take turns caring for the egg. He has a pocket as well as she. After the baby penguin is hatched, its mother cares for it until it is able to walk. Then it joins the other babies, and the whole group is watched by a few adults.

Have you ever seen a picture of penguins? They have black heads and white breasts. Big ones may be three feet tall. Since a penguin's legs are placed far back on its body, it is able to stand upright. We can see penguins in some zoos.

Write on the chalkboard all the personal pronouns listed in the Background Information and have the students use all of them in oral or written sentences.

BULLETIN BOARD IDEA

Make the heading USING PRONOUNS for the bulletin board. Below the heading mount pictures that show people, animals, and things. Ask the students to write sentences about the pictures, using at least one pronoun in every sentence. When they have finished, help them pin their sentences to the appropriate pictures.



INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Write a sentence from a basal text story on the chalkboard (He and she are my friends.). Ask the students who *he* might be, who *she* might be, and who *my* refers to. Repeat using other sentences from the story.

2 Discuss pronoun *antecedents*, the words that tell to whom or what the pronoun refers. Write sentences that contain unclear antecedents on the chalkboard, underlining the pronouns (Jim showed his brother his copy of the book that he had written. Helena told Christie that her father had brought her a book. The boys wanted the girls to carry their sports equipment when they went to the picnic.). Ask the students to reword the sentences so that it is clear to whom or what the pronouns refer.

3 Display a passage that contains a lot of pronouns on the overhead or opaque projector. Have the students take turns reading the sentences aloud and identifying the antecedent of each pronoun.

4 Ask the students to take turns reading a basal text story aloud. Choose students to represent the characters in a basal text story and ask those students to sit at the front of the room. Explain that as a character's name or a pronoun referring to a character is read, the student representing that character should stand up. Repeat the activity until all students have had a chance to represent a character.

5 On the chalkboard, print sentences that contain names of persons; underline each name. Ask the students to replace each underlined name with a pronoun.

EXAMPLES — Lola's favorite television program began at six o'clock.

The car belonged to Kevin.

Sue and Fred walked down the street.

6 Read the students a story. Then tell them that you will read the story again and pause each time a pronoun is needed; explain that at each pause you will call on a student to provide a pronoun that makes sense in the sentence.

7 Write sentences that contain pronoun errors on the chalkboard; underline each error. Then call on students to supply the correct pronoun for each sentence. 308

EXAMPLES — Him and Joe went to see the bear cub.

My daddy got in him car.

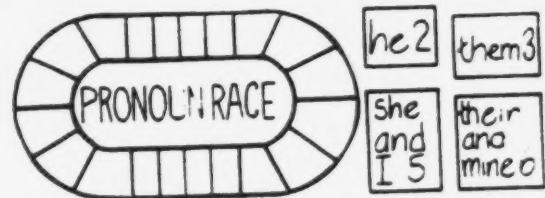
Her and him ran toward the water.

He took John and I to lunch.

SMALL GROUP ACTIVITIES

8 Play *Pick a Pronoun*. Write personal pronouns on separate slips of paper and put the slips in a box. Have the students take turns pulling a pronoun out of the box and using it in an oral or written sentence. Then have the students say or write the sentence again, substituting a noun for the pronoun.

9 Play *Pronoun Race*. Make a racetrack similar to the one illustrated below. On separate slips of paper, write pronouns with a numeral 1, 2, or 3 and compound pronouns with a numeral 4, 5, or 6. Choose four students to play the game; give each student a picture of a horse. Explain to the students that they are to take turns drawing a card and using the pronoun(s) on the card in a sentence. If the sentence is correct, the student may advance his or her horse the number of spaces shown on the card. If the sentence is incorrect, the student may not move his or her horse. The first player to reach FINISH wins the race.



10 Play *Between You and Me*. On separate slips of paper print pairs of pronouns (you and I, she and he, we and they, him and me, she and I, her and them, they and I). Give a slip of paper to each student. Ask the students to correctly use their pronoun pairs in an oral or written sentence.

11 Ask the students to work together to make an *I Want!* comic story, using characters who want each other's things. Have the students use both names and pronouns in the story (Pete wants Bill's and Abe's marbles. He's got theirs. Now he wants mine!).

12 Ask the students to read a basal text story silently. Then ask them to take turns reading paragraphs aloud, substituting the antecedent for each pronoun (Nancy saw Nancy's aunt go into the pet shop. Mary gave the cat a ride in Mary's wagon.).

INDIVIDUAL ACTIVITIES

13 Give each student a magazine picture and have him or her paste it in the middle of a piece of construction paper. Then ask the students to describe their pictures by writing sentences that contain pronouns on the paper.

14 Ask the students to read a basal text story. Then have them find and write down all the pronouns in the story and list their antecedents.

15 Give the student ten small tiles with the letters *e, i, o, u, y, h, m, r, s, t* on them. Ask the student to use the tiles to spell as many pronouns as possible and to write down all of the words he or she makes. Students may wish to compare lists.

EXAMPLES — he, her, him, his, hers, I, it, its, my, you, your, us, they, them, their

16 On a duplicating master, write sentences that contain pronouns; make half of the pronouns incorrect. Make a copy for each student and distribute. Ask the students to draw a line through the incorrect pronouns and to rewrite the sentences using correct pronouns.

17 On a duplicating master, write sentences similar to the ones below. Make a copy for each student and distribute. Ask the students to fill in each blank with an appropriate pronoun. When the students have finished, ask them to read their sentences aloud.

EXAMPLES — Ann and Todd bought some books.
_____ bought some books.

Mark gave the candy to Flora and me.

Mark gave the candy to _____.

Mother called my brother and sister to dinner.

Mother called _____ to dinner.

Linda and I looked at the pictures.
_____ looked at the pictures.

18 On a duplicating master, write a series of sentences that require pronouns. In parentheses next to the sentence, write one correct pronoun and two incorrect ones. Make a copy for each student and distribute. Ask the students to circle the correct pronouns.

BACKGROUND INFORMATION

A *pronoun* is a word that is used to take the place of a noun so that the noun does not have to be repeated. Children begin to use pronouns at an early age but often use them incorrectly (e.g., Her is nice.). The longer a child uses pronouns incorrectly or hears nonstandard usage in his or her environment, the more nonstandard usage "sounds right" to the child.

To correct a student's nonstandard usage, concentrate on a few word forms at a time until the student has internalized them. This method is more effective than attempting to change all the student's incorrect speech habits at once.

In *The Teaching of English Usage*, Robert Pooley recommends that certain pronoun problems be addressed in Grades 1-6: my brother, he; him and me went, Jane and me saw; hisself, theirselves; them books, this here chair, that there ball; youn, hern, hisn, ourn.

Sometimes students use a pronoun when they should use a noun or proper noun, and the referent becomes unknown or ambiguous (Martha told Ruby that her father was here. Was it Martha's father or Ruby's father who was here?). Students need to understand that ambiguous pronoun use contributes to misunderstandings.

There are five kinds of pronouns: personal, relative, interrogative, demonstrative, and indefinite.

The following rules and charts provide the basis for correct pronoun usage. Possessive pronouns are covered at Level E in Objective 38, Possessives.

SINGULAR PERSONAL PRONOUNS

Subjective or Nominative Case	Objective Case	Possessive Case
I	me	my, mine
you	you	your, yours
he, she, it	him, her, it	his, her, hers, its

PLURAL PERSONAL PRONOUNS

Subjective or Nominative Case	Objective Case	Possessive Case
we	us	our, ours
you	you	your, yours
they	them	their, theirs

The subject of a verb is in the subjective (nominative) case (*I bought bread and milk.*). Students usually make their pronoun mistakes when the subject is compound (James and I [not me] are going.) or when a pronoun and noun are used together (We boys [not us boys] took a hike.).

The subject complement, or predicate nominative, following a linking verb is in the subjective case (It was they who called. This is she speaking.). (It is now acceptable to use the expressions "It's me" and "It's us" informally, but not "It's her/him/them.")

The direct or indirect object of a verb is in the objective case (Brice saw her. Linda gave him the book.). The objective forms of pronouns, like the subjective forms, usually give the most difficulty when used in compound constructions (Mark took Grace and her [not she] to lunch.).

The object of a preposition (for me, with him, by them) is in the objective case. Again, most pronoun errors occur when the object is compound (Bring the mail to Jeff or me [not I].).

REFLEXIVE AND INTENSIVE PRONOUNS

	<u>Singular</u>	<u>Plural</u>
First Person	myself	ourselves
Second Person	yourself	yourselves
Third Person	herself himself itself	themselves

Personal pronouns combined with *self* or *selves* can be used reflexively, to reflect back on the person (Renee burned herself.). They also may be used intensively for emphasis (Mike himself was not hurt.).

Relative pronouns (who, which, whose, whom, that) are used to introduce dependent (that is, subordinate) clauses (The family that lives on the corner is away.).

The interrogative pronouns (who, whom, what, which, what) are used to ask questions (Who is going? What is your name?).

The pronouns *who* and *whom* are called interrogative pronouns when used to ask a question and relative pronouns when used to begin a dependent clause. Students often use *who* and *whom* incorrectly, although the same rules apply that apply to the personal pronouns: subjects and subject complements are in the subjective case, and all types of objects are in the objective case.

EXAMPLES — Who came to the party? (subject)

Whom did you invite? (direct object)

Paul gave whom the package? (indirect object)

To whom am I speaking? (object of preposition)

In informal usage, *who* is usually used when asking a question, regardless of case (Who did you invite?). 310

Demonstrative pronouns (this, these, that, those) point out persons or things (That is my book.).

Most indefinite pronouns (all, each, most, other, another, either, neither, several, any, everybody, everyone, none, some, anybody/anyone, few, nobody/none, somebody/someone) express an inexact quantity (Some of the boys went.). Students often make errors in agreement with the indefinite pronouns, especially if there is an intervening noun of a different number (Each of the girls has her [not their] ticket.).

For more information on pronoun usage, consult John E. Warriner and Francis Griffith, *English Grammar and Composition* (New York: Harcourt Brace Jovanovich, Inc., 1973).

Robert C. Plomer, *The Training of English Usage* (Urbana, Ill.: National Council of Teachers of English, 1974).

Teacher Resource File

By Azalia Francis, Ed.D.

Objective 50 — The student will identify phrases that tell when and where events in a passage occurred.

INTRODUCTORY LESSON

Begin this lesson by explaining that every story happens in some place and at some time. Tell the students that **setting** is where and when the action occurs in a story. Explain to the students that they will be doing some activities that will help them identify the settings of stories.

Have the students close their eyes and relax their muscles. Ask them to imagine a place where they would like to be. Ask them to imagine that they are experiencing various sounds, scents, and colors. Then have the students open their eyes and take turns describing the settings they just imagined.

Ask the students to do the following:

Pretend to be a picture on the wall in someone's home. Describe to the class everything that goes on. Then describe what might go on in that setting during a morning.

Think about the setting of a favorite television show. Describe it to someone else.

Describe a setting in or near the students' homes.

Play a game in which you blindfold a volunteer student. Turn him or her around several times. Take the student to a new setting. (This could be a different place in the classroom or a corner in the school yard.) Ask the student to listen to sounds and to touch objects in order to determine where he or she is. Repeat the activity with other students.

Hand out two pieces of paper to each student. Explain that you want them to draw a picture on one of the pieces of paper showing where they were this morning during recess. Ask them to write a title for the picture, such as "Where I Spent Recess." On the second piece of paper, have the students draw a picture of where they go after school each day. Have them write a title for this picture as well.

Choose a story to read to the students in which the setting has an obvious effect on the story characters. Write on the chalkboard descriptions of three settings. One should be the correct setting for the story; the other two should be

incorrect. After reading the story to the students, ask them to choose the description that best tells when and where the story takes place.

For this last activity, make up 15 "setting cards." On each card, write a description of a different setting. Include both time and place. Divide the students into two groups. Hand out cards to the students in Group A and ask them to pair off with the students in Group B. Then instruct the students in Group A to read the settings on their cards and make up a story using each setting. They should tell their stories to their partners in Group B, who are to listen for story setting. Then have the groups trade roles.

BULLETIN BOARD IDEA

Draw or cut out a picture of a setting to display on the bulletin board. This might be a picture of a forest, a beach near rocky cliffs, or a cozy living room. Explain to the class that the picture on the bulletin board could be a setting for a story. Ask the students to think of a story that could take place in that scene. Discuss the people or animals that might be there and what they might be doing. Then ask the students to do one of the following activities in relation to the setting:

Write a story that could take place in the setting.
(Display the stories on the board.)

Make finger puppets and put on a puppet show in front of the setting.

Put on a play using the bulletin board as the setting.



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INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Give the students a phrase such as "In a deep, dark cave" and ask the students, in turn, to add sentences to make a story. Be sure that they include sentences that describe the story setting. Write the story on the chalkboard as they dictate it to you and then ask them to draw pictures that illustrate the setting.

2 Play *Airplane Excursion*. Ask the students to align their chairs in two rows, two seats in width, to simulate the interior of an airplane. You might begin the excursion by saying, "We are going to fly from here to (name a story setting) in the twinkling of an eye. When we land, tell me what you see." As the students "disembark," ask them to describe their imaginary surroundings. A bus may be substituted for an airplane for a "local trip."

3 Ask the students to illustrate a story setting by making a diorama in a shoebox. The figures and objects should be attached to the bottom and sides of the shoebox so that they all stand up. Twigs can represent a forest, a pocket mirror can be a lake, and paper scraps can be cut to resemble houses. Then the lid is put on and a peephole is cut in one end for viewing.



4 Play *Setting Mix-ups*. Read a familiar story to the students; however, whenever there is a reference to time or place, make a noticeable change. For instance, if you were to read the story "Hansel and Gretel," have the children get lost in a city rather than in a forest. As the students notice the change, explain that setting is very important to a story. Ask the students where the real setting should be for this story and why.

5 Emphasize the words *yesterday*, *today*, and *tomorrow* by doing an activity with the students that will take three days to complete. On the second day, talk to the students about what they did yesterday, where the process is today, and what will be happening tomorrow. Two activities that could be completed in three days would be to sprout lentils, or to do an art project such as tie-dyeing squares of cotton material.

6 Help the students understand the concept of time by having them cut apart a calendar, arrange the days in a line, and paste the days to a long strip of paper. Let the students take turns crossing off each day as it ends. 312



7 Show the class a picture of a group of people. Call on students to suggest different settings for a story about these people — such as a lifeboat on the ocean, a spaceship traveling to Mars, a city jail in San Francisco, or a park in New York City. Ask each student to write or tell a story about these people, choosing one of the suggested settings.

SMALL GROUP ACTIVITIES

8 Emphasize the concept of time by asking each small group of students to make a chart of the school day. Have the groups organize the chart by categorizing events that happen *before noon* as well as those that happen *after noon*.

9 Play *Where Am I?* Give several hints about a setting. Let the students in the group guess where each story is taking place. Use these ideas to get started:

I am some place where I can't breathe. I can only stay here for a few seconds and then I must go. Only a few certain kinds of plants and animals can live here. Where am I?

I am in a place where there are many other children. We are all here for one reason — to learn. Adults are here too. They teach us. Where am I?

I am moving at a very fast speed, but I don't feel the wind. Far below me are houses and cars that look small enough to be toys. Where am I?

10 Choose a story to read to a group of students. Draw or cut out three pictures of story settings. Only one picture should show the correct setting for the story you have chosen. Display the three cards in front of the students. Then read the story and ask the students to choose the card that shows the correct story setting.

11 Read two short stories to a group of students. In one story, omit all references to time and place. In the other story, however, make sure that there is a clear setting. After reading both stories, ask the students to tell you when and where each story takes place. See if the students can discover which story has no setting. Then ask the students to make up a setting for that story.

12 Make up a set of cards in the following way: On 15 cards, write the names of places the students might know. (Use both real places and story settings.) On another 15 cards, write a descriptive sentence about each place. Code the back of each card so that you will know which place names and which descriptive sentences match. Shuffle the cards and ask a group of students to match the pairs of cards without looking at the backs.

INDIVIDUAL ACTIVITIES

13 Read the students a story without showing them the pictures. Then ask them to draw or paint the setting of the story. Ask several students to tell others why they drew or painted the setting as they did.

14 Make up a duplicating master in which several one-paragraph descriptive passages are displayed on the left side of the page, and a corresponding picture for each story is displayed, in random order, on the right side. Ask the students to read each passage and to draw a line to the picture that best shows the setting of the passage.

EXAMPLE — Judy put her sleeping bag out on the roof of her house. She spent the night out there watching the stars and enjoying the cool night air.



15 Make up a duplicating master of a month in the school year. Draw a box for each day of the week and write in the appropriate date. Give a copy to each student. Explain that this paper represents the month of _____. Help the students list all the events that will take place in that month. Ask the students to note on the calendars such events as classmates' birthdays, holidays, and important class days. Have the students mount their calendars on construction paper. Ask them to post the calendars in their homes. Ask the students to write a sentence to go with each of the calendar entries they made.

16 Provide two containers. One should be marked "Time" and the other "Place." On slips of paper, write down 30 dates and put them in the "Time" box. On 30 more slips of paper, write the names of places. Put these in the "Place" box. Ask the students to pull out one slip of paper from each container. Have them write one paragraph using the setting they pulled from the containers.

EXAMPLES —	one hundred years ago	a small town on the coast of California
	at the stroke of midnight	in a car in St. Louis, Missouri
	Sunday morning	the top of a high mountain
	one hundred years in the future	in an underground building on the moon

BACKGROUND INFORMATION

The purpose of this objective is to make students aware of when and where events occur in a passage. As with Subject Details and Action Details, Story Setting is part of a broader skill known as literal comprehension, which involves recalling information that is directly stated in a passage.

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Story setting involves two concepts: time and place. Young students generally have difficulty with the concept of time. They usually relate all events to their present lives. Many specific activities dealing with time will help children increase their knowledge of the concept of time. In order for students to understand the concept of place, they must be able to identify the names of places or descriptions that clearly denote setting. The teacher should provide reading material that is dependent on its setting, such as fantasy, adventure, and science fiction. It is through stories with settings of obvious impact on the characters or action that the students can best learn about the effects of setting.

When teaching story setting, it is important for students to have many first-hand experiences that expose them to a variety of settings. If field trips are not always possible, movies, slides, filmstrips, and pictures of scenes will be valuable. To master this objective, students need to visualize when and where events occur in a story; visual aids help students develop this skill.

Story Setting is an important objective to teach because awareness of setting and its impact on the story will help students better comprehend what they read. As students begin to understand how the details, events, and setting of a story fit together, they will have the skills necessary to make generalizations and inferences about what they read and can proceed into interpretive and critical levels of comprehension.

Teacher Resource File

By Azalia Francis Ed.D

Objective 51 — The student will identify the sequence of events in a passage.

INTRODUCTORY LESSON

Tell the students that, when they listen to or read a story, it is important for them to focus on the order in which things happen. Explain that the students first need to identify what happens in a story. The things that happen are called **events**. Then the students will learn to recall the order in which the events occur. Tell the students that they will be doing some activities that will help them recall what story events happen first, second, third, and so on.

Have three students come to the front of the classroom. Whisper these instructions to them:

Clap your hands.

Turn around two times.

Stamp your feet.

Then ask the class to recall each action and to name the order in which it occurred (first, second, or third).

Ask the students to recall their morning. Have them tell you the first thing they did together as a class when they came to school this morning. What did they do second? Third? Write their responses on the chalkboard in the form of a list. Review the list. Ask the class to tell you what they did after recess and what they did before math. Then choose three events toward the middle of the list and ask the students to tell you which of these events occurred first.

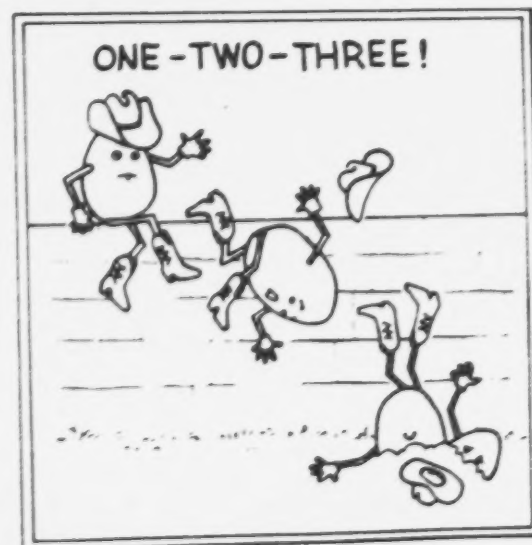
Choose a simple story that has three or four clearly separate events. On tagboard strips, write a sentence that describes each event. Then tell the students that you are now going to read a story and that you want them to listen so that they will be able to tell you the order in which events happen. When the story is over, read aloud the sentences you wrote and place the strips of tagboard on the chalkboard ledge. Ask a student to come up and find the sentence that tells what happened first in the story. Then ask other students to find the sentences describing what happened second, third, and fourth.

Write three sentences describing three events in a basal text story on a duplicating master. Arrange

the sentences in random order. Tell the students that they are now going to read a story and that, as they are reading, you want them to think about the order in which events happen in the story. When the students are finished, distribute copies of the worksheet and instruct the students to cut out the descriptive sentences and paste them down on another piece of paper in the order in which they occurred in the story.

BULLETIN BOARD IDEA

Reinforce the concept of event sequence by illustrating three events in a simple story that is familiar to the students. For instance, Humpty Dumpty could be illustrated in three simple drawings, in the following manner: Cover the bulletin board with bright paper. Draw a pattern of a large egg and cut out three copies. Draw a hat and face and attach arms and legs. Then draw a brick wall. This may be done by using white butcher paper and drawing the shape of bricks with a felt pen. Arrange Humpty Dumpty so that he is sitting on a wall in one picture and falling off the wall in the second picture. In the third picture, have Humpty Dumpty lying broken on the ground near the wall. Review the sequence by asking the students to recall each event that is represented by the pictures.



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INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Select a story that is very familiar to the students and read aloud a few sentences that describe an event in the story. Then call on a student to name the event that happens just after or just before the part of the story you read. Continue this activity by reading other sections of the story and calling on more students.

2 Make up a riddle by naming the steps involved in doing some task. Then call on a student to name the task.

EXAMPLE — a Put water and soap into a container.

b Put a long stick with a sponge on the end of it into the soap and water.

c Take hold of the stick and rub the sponge back and forth on a place where people walk.

What have you done? (mopped a floor)

When the students learn how to play the game, ask them to think of several steps a person would do to accomplish other tasks and to state them in order. Then have the students call on one another to name the tasks described.

3 Ask the students to name their favorite Saturday morning television shows. On a chalkboard or chart, write down the students' responses. Then ask the students to tell you the order in which the shows are broadcast. Organize a new list by time sequence. Ask the students to tell you what show comes on first in the morning and what show comes on last.

4 Reproduce four or five illustrations from a story in the basal text and mount the pictures on heavy paper. Shuffle the pictures and display them on a chalkboard ledge. Then tell the students that you are going to read a story and you want them to listen so that they will be able to remember the order in which events happen. After reading the story, ask a student to find the picture that shows what happened first in the story. Have that student hold the picture in front of the class. Continue by asking other students to find the pictures that indicate the events that occurred second, third, fourth, and so on. Ask each student called on to hold a picture in front of the class until a line of students is formed, indicating, from left to right, the correct sequence of events in the story.

When the students become proficient at sequencing all the major events in the story, do a follow-up activity using the same picture cards. Show the students a picture that represents an event that happens toward the middle of the story. Ask the students to identify the event shown in the picture, as well as to name the events that both precede and follow it.

5 *Play Event Hop.* Select a story with many events to read to the students. Cut several large circles out of construction paper. On each circle, write one important event from the story. After reading the story to the students, show them the circles and have them read each event. Then scatter the circles on the floor and ask who can hop on the circle describing the first event that happened in the story. Ask another student to hop on the circle describing the second event that happened. Continue in this manner until all of the events have been hopped upon in correct order.

6 Demonstrate a sequence of events by having the students do a project that requires many steps and then asking the students to recall the steps taken to accomplish the task. For instance, have the students plant radish seeds. (You will need one styrofoam cup for each student, radish seeds, soil, a large tray, spoons, pencils, and water.) Students will need to follow this sequence of events: Puncture a small hole in the bottom of the cup with a pencil. Then scoop soil into the bottom half of the cup and put in two radish seeds. Cover the seeds with several more spoonfuls of soil. Water the seeds and place the cup on the tray.

When the students have finished planting, ask them to recall all of the steps taken to do the project. As the students dictate, write each step on the chalkboard or on a chart. Review the sequence of steps by asking the students what they did just after planting the seeds and just before putting soil in their cups. Have the students draw pictures showing each of the steps in the proper sequence.

SMALL GROUP ACTIVITIES

7 After the students have read a story aloud, ask each of them to draw a picture of a different event in the story. When the drawings are completed, have one student show his or her picture, briefly describe the event that it represents, and then ask another student to describe an event that happened before, during, or after that event. Continue this activity until everyone has had a chance to show his or her picture and to describe an event.

8 For this activity, you will need a simple hand puppet. If you do not have one, draw a face on the bottom of a paper bag and put your hand into the bag to manipulate the puppet. Before introducing the puppet, ask the students to read a story. When the students have finished, explain that the puppet is going to try to name the most important events in the story in correct order. Tell the students that their job is to make sure he does not make any mistakes. Have the puppet begin by naming the last event first. See if the students can correct the puppet. Continue the activity by having the puppet make several obvious mistakes.



9 Take the students for a walk around the school. Visit at least three places and perform a brief action in each place (Go to the playground and play a quick game with the students; take them to the nurse's office and demonstrate the use of one item; take the students to the library and show them a new book.). Upon returning to the classroom, ask the students to name, in correct order, each place they went. Then ask the students to draw a picture of what they did or saw in each place.

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10 Write a simple recipe on a duplicating master. Distribute copies and ask the students to read the recipe to find out what steps a person would take to make that food. When the students have finished reading, ask them to tell you what to do first, second, third, and so on. Write the sequence on the chalkboard. If need be, review the recipe with the students and explain each step. As a follow-up activity, prepare the recipe with the students.

11 On strips of paper write sentences that can be put in sequence to tell a story. (If a flannel board is available, back each piece of paper with small squares of felt or two-way tape.) Display, in random order, all of the sentences. Ask the students to read the sentences and then to arrange them in proper sequential order.

EXAMPLE — In the morning my dog runs around the house.

She sleeps all afternoon.

At night my dog eats dinner.

INDIVIDUAL ACTIVITIES

12 Select a simple story for the students to read silently. Then ask the students to fold a piece of paper in half. On one side of the paper ask the students to draw a picture of the first thing that happened in the story. On the other side, ask the students to draw a picture of the last event in the story. Have the students label their pictures.

13 Help the students become aware of a sequence of events by asking them to keep a "picture diary." Every afternoon, for a week, ask the students to draw a picture of a personal or school event that happened to them that day. At the end of the week, ask the students to assemble their pages in chronological order. Staple each student's papers together to form a book.

14 Ask each student to make a picture book, in sequential order, of the events of a morning at school. The student will draw a picture of each significant event from the time class began in the morning until class ended at noon. After the pictures are in order, they can be stapled together to form a book.

15 Prepare a duplicating master using the format shown below. Write four or five sentences, in random order, on the top half of the page. Each sentence should describe an event from a basal reader story. Then tell the students that you want them to read the story carefully so that they will remember all of the events that happened. When the students have finished reading, ask them to cut apart the sentences on the top of the page and paste them, in sequential order, on the bottom half of the page.

16 Prepare a duplicating master by listing titles of familiar stories in one column and, in random order, the first (or last) events in these stories in a second column. Distribute the worksheets and ask the students to draw lines from the story titles to the first (or last) events in those stories. Story events can be put on chicken-shapes and story titles on worm-shapes; tell the students to give each "chicken" its "worm."

BACKGROUND INFORMATION

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Mastery of Event Sequence requires the student to recall the events of a story in a specific order. This skill is dependent on two main concepts: order and time. First, the concept of order requires the student to think through steps logically. Not only must students be able to perceive when objects and events are in a logical order, but also they must be able, if necessary, to place events in a logical order. Second, the student must be able to relate the order of events to a period of time.

Students often have difficulty with the concept of time, so it is helpful to relate the tasks in this objective to the students' own experiences. The simplest ordering of story events is chronological; the flashback and the flash forward are much more difficult for students to understand and should not be introduced until after chronological order has been thoroughly mastered.

Another skill that is related to Event Sequence is the ability to recognize and understand terms that refer to sequence. Authors will often provide clues to the proper order of events. Students need to be aware that terms, such as the following, can refer to a sequence of events in a story: *to begin with, initially, and then, following, next, after that, finally, in conclusion.*

Event Sequence is a literal comprehension skill, which means that students are asked to recall information that is explicitly stated in a story. Literal comprehension must be mastered before students can advance to inferential comprehension — that is, the ability to comprehend allusions, inferences, and shades of meaning that are not explicitly stated.

Event Sequence is an important aspect of literal comprehension, because students need to understand the logical sequence of events in narrative stories before they will be able to understand literary deviations, such as flashbacks. This objective also prepares students to understand the sequence of steps in expository prose and content area reading.

Teacher Resource File

By Azalia Francis Ed.D

Objective 55 — The student will identify the topic of a passage

INTRODUCTORY LESSON

Explain to the students that reading is more than just recognizing or sounding out words. The most important part of reading is understanding what has been read, and getting the topic of a passage is the first step toward understanding. Once they know what the topic is, they can add on the facts and details that help them completely understand what is being read. Tell the students that you are going to help them learn to pick out the topic and separate what is important in a story from what is less important.

Choose two topics. Prepare 15 sentences, 5 for each topic and 5 that are unrelated to either topic. Write the two topics and the heading **NEITHER** across the top of the chalkboard. Read the sentences one at a time and ask the students which topic they think that sentence belongs to. Write the sentence under the appropriate topic. If the students think a sentence is not related to either topic, then write that sentence under the heading **NEITHER**. Explain to the class that these topics tell us what the sentences are going to be about. Emphasize this point by writing an unrelated sentence under one of the topics and asking the class to explain why that sentence does not follow the topic.

Write a topic at the top of a duplicating master and list ten sentences under it. Six of these sentences are related to the title and four are not. Duplicate and distribute the worksheets. Ask the students to underline all the sentences that relate to the topic. When the students have completed this activity, discuss the sentences with the class to insure that everyone has understood the activity.

EXAMPLE — Topic: Pet Care

- Feed your pets every day.
- Meat and cheese contain protein.
- Long-haired animals need daily brushing.
- Brush your teeth after eating.
- Protect your pets from fleas and ticks.

Some insects are helpful to people.

Take your pet to a vet if it is sick.

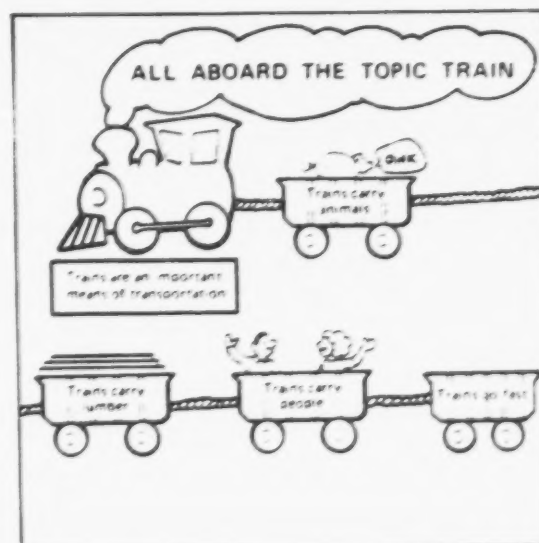
Give goldfish clean water and plants.

In order to fish, you need a permit.

Pets need exercise and attention.

BULLETIN BOARD IDEA

Put the heading **ALL ABOARD THE TOPIC TRAIN** on the bulletin board. Make a train engine out of construction paper and write on it a sentence that will be the topic sentence for the entire train. Then make one or two construction paper train cars and write on each car a sentence that supports the topic sentence. Mount the engine and cars, using yarn to connect them. Ask the students to make and decorate their own train cars, each with a sentence that supports the topic sentence. Upon completion, each car is added to the train. Make three or four engines with different topics so that the students will have a choice of topics and the display will vary.



BACKGROUND INFORMATION

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It is essential that students learn to identify the central topic of what they are reading if they are to comprehend the material. Identifying the topic involves separating the essential from the less essential details and forming a generalization based on the essential details.

Students who can identify topics will be better able to develop related skills such as recognizing the implied meaning of a paragraph and organizing and summarizing what they have read.

In teaching the young reader to identify topics, you can begin with activities that involve locating key words within simple sentences. (It is usually the subject and verb that indicate the topic ~~of a~~ sentence.) Students who have acquired this skill may then move on to identifying a key sentence, or topic sentence, within a paragraph. However, since it may take several sentences to state a topic, especially in narrative fiction, the students must eventually develop the skill of abstracting the topic from a series of sentences. Upon comprehending the central idea of a paragraph, the students can then reorganize and express this topic in their own words, thereby internalizing the main idea.

For further reference on teaching topic identification, see Emerald V. Dechant, *Improving the Teaching of Reading*, 2d ed. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), and Carl B. Smith and Peggy G. Elliott, *Reading Activities for Middle and Secondary Schools* (New York: Holt, Rinehart and Winston, 1979).

9 Assign a story for the group to read aloud; remove the title from the story. Have the students take turns reading. When they have finished, ask the students to think of some titles for the story, explaining that the title should suggest the topic of the story. Have the group vote on the best title for the story; then have them compare it with the actual title.

10 Play *T-O-P-I-C*. Give the group a topic, such as a weekend at the beach, and ask each student to say a sentence that is related to the topic. A student who says a sentence that is unrelated to the topic is given a letter in the word *topic*. The game ends when one player gets all five letters.

11 Play *Topic Rummy*. This game is for two to four players. Write on a set of cards at least six different topic sentences and three or four supporting sentences for each topic. Write the topic sentences in red ink and the supporting sentences in blue ink, putting one sentence on each card. Players are each dealt five cards. The rest of the pile is placed face down with one card next to it, face up, for the discard pile. The game is played exactly like *run, my*. Students try to make "suits" of one topic sentence and at least three supporting sentences. As each suit is made, the cards in that suit are laid down and students can play off of each other's suits. Each suit is worth ten points. The game is over when one player has no more cards.

12 Choose a familiar story from the basal text. Ask the students what is the first thing they want to tell about this story and write their responses on the chalkboard. This first sentence will usually identify the main character(s) of the story. Continue to ask for the essential points in sequence until the group has summarized the story. Then ask the students to state the main idea of their sentences. Almost every story at this level can be summarized in three to five sentences.

EXAMPLES — Alexander the Great was the son of King Philip.

King Philip received a wild horse as a gift.

Alexander offered to train the horse.

Alexander trained the horse, and King Philip gave the horse to him.

Alexander named his horse Bucephalus.

Main Idea: How Alexander the Great got his horse, Bucephalus.

INDIVIDUAL ACTIVITIES

13 Distribute to the class worksheets that have several short paragraphs written on them. These paragraphs may be written by you, clipped from magazines or newspapers, or copied from the basal text. At the end of each paragraph, give three possible choices for a title for that paragraph. Ask the students to underline the sentence that best states the main idea of each paragraph.

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14 Distribute to the class worksheets that have a few short paragraphs written on them. Leave space under each paragraph. Ask the students to illustrate the main topic of each paragraph with one picture.

15 Put three related pictures on a duplicating master. Duplicate and distribute the worksheets; ask the students to write a topic sentence for the picture story.

EXAMPLE —



Possible sentence: A boy smashed into a tree with his bike.

16 Select a book that has chapter titles and is at the students' independent reading level. Ask the students to read each chapter title and to write down an impression of what the chapter might be about. Then ask the students to write a sentence describing the main idea, or topic, of the entire book. Students may want to read the book to confirm their ideas. The following are some of the books that can be used: *The Boxcar Children*, by Gertrude Warner; *The Wizard of Oz*, by L. Frank Baum; *Pinocchio*, by Carlos Collodi; and *Black Beauty*, by Anna Sewell.

17 Give the students a list of topic sentences and ask them to choose one topic, illustrate it, and write a few sentences about it.

INSTRUCTIONAL ACTIVITIES

CLASS ACTIVITIES

1 Tell the students that by identifying the kind of information being given in a paragraph (who? what? when? where? why? how?), they can figure out the topic of that paragraph. Put a paragraph on the chalkboard or on a transparency. Ask the students to read the paragraph and decide if the paragraph answers a *who*, *what*, *when*, *where*, *why*, or *how* question.

EXAMPLE — You should learn what to do when you get sick. You need to stay in bed and get plenty of rest. Drink a lot of water if you have a fever. Try not to expose other people to your illness. Be sure to visit your doctor and take any medicine you are given by following the instructions. Following these steps will help you get well fast.

(The question being answered in this paragraph is what to do when you are sick, or how to take care of yourself when you are sick.)

2 Hold up, one at a time, 12-15 pictures that show action. Say a sentence for each picture; some of the sentences should state the topic of the picture and some should not. Ask the students to tell whether or not the topic sentence relates to the picture.

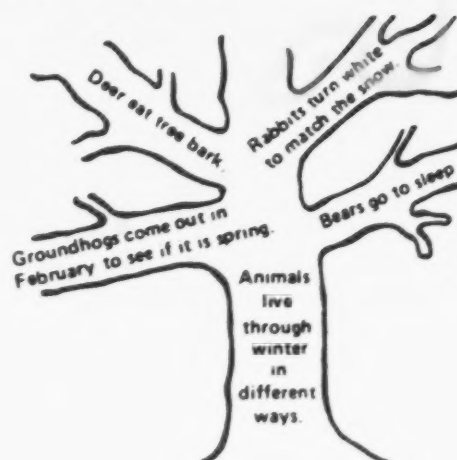
3 Distribute on worksheets or read aloud several short paragraphs. Each paragraph should contain one sentence that is not relevant to the topic. Ask the students to identify the irrelevant sentence in each paragraph.

EXAMPLE — Christopher Columbus needed money for ships and supplies. He went to many kings and queens to ask for money, but they refused to help him. Kings and queens live in palaces. Finally, Queen Isabella of Spain agreed to give Columbus the ships and supplies he needed.

4 Read several book, film, or television show titles to the class and ask the students to identify the topic of each work from the title.

EXAMPLES — *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
Charlie and the Chocolate Factory
The Lost Princess of Oz
Millions of Cats

5 Tell the students that topics are important to their own writing. Draw a large tree on the chalkboard. Discuss with the class the idea that the branches are part of the tree; they grow from the tree trunk that supports them. After this discussion, write a theme or topic inside the trunk and ask the students to think of sentences that relate to the topic. Write these sentences on the branches of the tree. Show the students how the sentence "branches" grow from the topic "trunk." Have the students make their own trees and choose their own topics. Display their "Topic Trees" upon completion.



6 Choose a story that is at the students' independent reading level; a basal text story or any appropriate biography would serve well for this activity. Divide the story into three sections: beginning, middle, and end. Read the class the first part of the story. When you have finished, ask the students to write a few sentences stating the main idea of the selection read. Allow enough time for all the students to write their sentences and then read the second part of the story. Continue this way until all three sections have been read. At the end of this activity, the students should have a fairly concise and ordered summary of the essential points of the story. Ask a few students to stand up and read their sentences to the class.

7 Ask the students to write short paragraphs that start with a topic sentence. Have them take turns reading the paragraphs aloud. Ask the other students to listen and restate the main topic of the paragraph in their own words.

SMALL GROUP ACTIVITIES

8 Assign a story for the group to read aloud; each student should read one paragraph. When a student has finished reading, ask him or her to state the topic of the paragraph. Ask the other students if they agree and to give their own topic if they disagree.

Teacher Resource File

By Azalia Francis Ed D

Objective 61 — The student will identify correct interpretations of metaphors and similes used in a passage

INTRODUCTORY LESSON

Distribute to the class copies of the poem "Fog" by Carl Sandburg, which illustrates the use of metaphor, and the first stanza of "A Red, Red Rose" by Robert Burns, which illustrates the use of simile. Read the two poems aloud and define any unfamiliar words.

Begin a discussion by asking the students to state what they think the poems are about. Encourage them to look for the two things that are being compared. Ask if the two things are alike in real life; discuss how fog could be like a cat or how love could be like a rose.

Explain to the class that comparisons are used in writing and speaking to make a description clearer, more vivid, or more interesting. For example, saying "He was so nervous he shook like a leaf" creates a more vivid image than just saying "He was so nervous he shook."

Explain that a comparison of two things that are essentially unlike is called a *metaphor*. If the comparison contains the words *like* or *as*, it is called a *simile*.

Briefly discuss what effects the main ideas of the poems would have without the use of comparisons.

The fog was grey and moved in without any noise.

I love you very much.

Finish the lesson by asking the students to underline the comparisons in each poem and then choose one comparison to illustrate.

BULLETIN BOARD IDEA

Have the class compile a list of similes and metaphors and attach the list to the bulletin board. Each day ask a few students to illustrate two or three similes or metaphors using the materials mentioned whenever possible. For example, have the students use cotton balls to illustrate the metaphor *clouds of cotton*. Post the illustrations on the bulletin board. Ask the students who prepared the illustration to tell the class the actual (intended) and literal meanings of the similes and metaphors. Title the bulletin board **FIGURES OF SPEECH**.

FIGURES OF SPEECH

List

road is a ribbon

stars in your eyes

legs like tree trunks

hands like hams

voice is music

time is a river

cookies like rocks



His knees were like rubber bands.



Clouds of cotton floated in the sky.

INSTRUCTIONAL ACTIVITIES

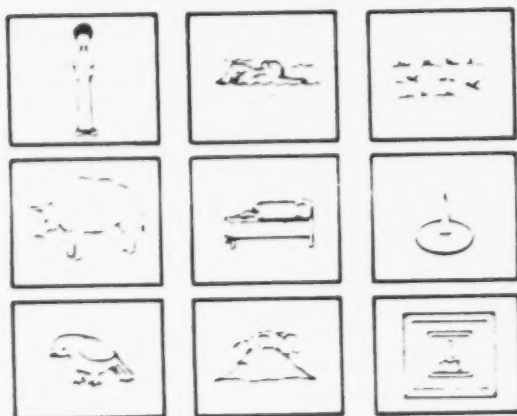
CLASS ACTIVITIES

1 Play *Zingo*. Prepare bingo-type cards with a simile or metaphor in each square and picture cards like the ones below. Give each student one of the bingo-type cards and several markers. Hold up the picture cards one at a time to the class. Ask the students to look for a simile or metaphor on their cards that matches the picture and to cover it with a marker. The first student to cover three squares in a row calls "Zingo" and wins.

Zingo Cards

thin as a rail	Lucy is a fish.	green as grass
John is an ox.	sleeps like a log	sharp as a tack
soft as a dove	big as a mountain	pretty as a picture

Picture Cards



2 Write a list of similes and/or metaphors on the board. Ask the students to name the things being compared; then discuss with them the basis for the comparison.

EXAMPLE — James is as strong as an ox.

Two things compared: James and the ox.

Is James an ox? No, but he is strong, and oxen are strong.

3 Have the class make a file of similes and metaphors. Each simile or metaphor should be written on a 3 x 5 card and illustrated on the back of the card whenever possible. The file should be

easily available for use during creative writing exercises. Organize the file in a way that makes locating information easy. For example, it could be organized by animals, plants, and people; or it could be organized by similes and metaphors that evoke different senses. 324

4 Display several objects and ask the students to describe how the objects look and feel. (If you wish to bring in food or liquids, taste and smell can be added.) Have the students turn their descriptions into similes or metaphors that can be used in sentences, either oral or written.

EXAMPLE — Object: paper

Description: The paper is thin.

Comparison: thin as paper

Sentence: The dress is as thin as paper.

5 Provide each student with a list of similes and metaphors. Read a literal statement aloud. Ask the students to find the simile or metaphor on the list that applies to that statement and raise their hands. Call on students for their answers.

EXAMPLE — Statement: She is very thin.

Metaphor: She is a bean pole.

6 Tell the students that they will have exactly ten minutes to come up with as many similes or metaphors as they can for an object you will name (banana, mouse, rock). Have the students read aloud their lists. Discuss any unusual comparisons.

SMALL GROUP ACTIVITIES

7 Ask the students to think of experiences they have had that evoked one of the following emotions: happiness, sadness, embarrassment, fright, or anger. Have the students relate their experiences to the group. Ask the student or the group to suggest a simile or metaphor to sum up the feeling. Write the similes and metaphors on the chalkboard.

EXAMPLE — Last night my brother teased me. I felt like a mouse, and he was the cat.

8 Have each student think of a simile or metaphor to tell the group. Ask other students to volunteer to act out the simile or metaphor.

EXAMPLES — shaking like a leaf

stiff as a board

round as a ball

small as a mouse

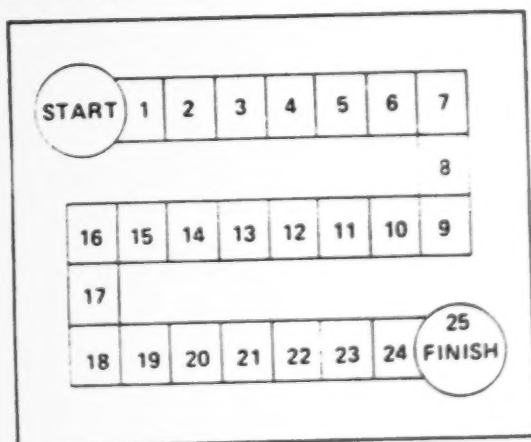
swim like a fish

9 Play *Comparison Concentration* on one set of cards, write similes and metaphors. On another set of cards, write a corresponding literal statement for each figure of speech. Two students may spread the cards face down. Each student turns over two cards at a time, trying to match a figure of speech with its literal statement. A student keeps the matches and continues turning over cards until he or she fails to get a match. The student with the most matches wins.

10 Have the students work in twos or threes to write poems, stories, or paragraphs using as many similes and metaphors as they can think of. The students may illustrate and share their work.

11 Have the students work in small groups to prepare a list of as many similes and metaphors as they can come up with. (One student should be responsible for writing the list for the group.) After a predetermined amount of time, ask each group to read its list.

12 Play *Simile Race*. Make a game board similar to the one below. Write similes on cards and place them beside the game board. Ask each player to select a simile, read it aloud, and state its literal meaning. If the student is correct, he or she moves one space on the game board. If not, he or she remains in place. The first player to reach the end of the board wins. Three or four students at a time may play this game.



13 Play *Spin the Simile*. Have the students sit in a circle. Choose a person to be "It" and have her or him spin a plastic bottle after saying a noun. The person at whom the bottle points when it stops can be "It" if he or she can state a simile using the word. If he or she cannot, "It" spins the bottle again and the process is repeated.

14 Have the students read a story or poem from their basal text and make a list of the similes and metaphors in it. Ask them to write sentences explaining what is being compared in each simile and metaphor.

15 Have the students select magazine pictures to represent simile or metaphor relationships. For example, they may use a picture of a new car and the picture of a lightning flash to illustrate the simile *A new (name of car) is as fast as lightning*.

16 On a duplicating master, write sentences that have similes or metaphors. Offer four choices below the sentences: a literal translation of the simile or metaphor and three incorrect meanings of the sentence. Distribute the worksheets and ask the students to circle the correct interpretation of the simile or metaphor for each sentence.

EXAMPLE — The snow-covered town lay quietly, like a sleeping bear.

There were bears sleeping in the snow-covered town.

The people in the snow-covered town were quiet, just as a bear is quiet when it is sleeping.

In the town there was a sleeping bear that was covered with snow.

Sleeping bears are quiet when towns are snow covered.

17 Distribute a worksheet of sentences that include similes and metaphors and comparisons that are **not** similes or metaphors. Ask the students to underline the sentences that contain similes or metaphors.

EXAMPLES — Her eyes are as blue as the sea.

She has blue eyes like her brother.

She is as tall as Jim.

18 Write a short paragraph with parts of similes and metaphors missing. Ask the students to select the missing words from a list provided or supply their own. This can be done on the board with the whole class or prepared on a worksheet for individual use. Later, students can share the paragraphs that they have created.

EXAMPLE — Even though Joe was as slow as a _____ when he wrote poetry, the scenes he described were _____ as a _____. Whenever he worked with the speed of _____, his paper was as _____ as a _____ and the teacher complained.

Similes and metaphors are figures of speech that are used to compare things that are essentially unlike. In similes, the comparison is expressed by the use of the words *like* or *as*; in metaphors, the comparison is implied **without** the words *like* or *as*, and the two unlike things are equated.

Similes and metaphors add color to and enhance language. Their use in prose and poetry heightens enjoyment for listeners and readers. Students should learn that similes and metaphors convey ideas in a more vivid way than purely literal statements. A student's ability to recognize and use similes and metaphors will depend on his or her vocabulary and experiences. While some students may initially have difficulty recognizing similes and metaphors, these same students may also have less difficulty inventing their own comparisons. Students should be encouraged to create their own similes and metaphors whenever possible and to avoid clichés.

When teaching similes and metaphors, give examples from all sources, including the media, everyday speech, poetry, and other literary works. In every encounter with similes, encourage students to state explicitly the comparison being made; this will minimize many students' tendency to scan sentences for the words *like* or *as*, or to incorrectly label a statement such as "She is like her sister" a simile. Metaphors do not utilize *like* or *as*; however, as with similes, the comparison between two unlike things should also be explicitly stated by the students in the early stages of learning this skill.

Upon mastering this objective, students will be more comfortable with similes and metaphors they encounter in reading, and they will use these two types of figurative language more often in their writings.

A useful reference in teaching metaphors and similes is Laurence Perrine, *Sound and Sense* (New York: Harcourt Brace Jovanovich, Inc., 1977).

Appendix H

Memorandum

To: Third Grade Teachers
 From: Lois Turetzky, Assistant Principal
 Re: The Teaching of Consonant Digraphs (sh, wh, th, ch)
 Date: 9/17/87

Digraphs are combinations of two letters which result in one speech sound. The sound heard is not a blend of the two letters involved, but is a completely new sound. A given digraph may have more than one pronunciation, but the letter combination results in a single sound in each case (**ch** = **k** in "chorus"; **sh** in "chef"; **ch** in "church"). Digraphs may be taught in a manner similar to that used for teaching consonant sounds.

shall she ship show

Steps in Brief

1. Place several stimulus words on the chalkboard.
2. Ask the children to look at the words carefully and note how they are alike. Draw out the observation that all words begin with **sh**. (Underline the digraph being taught, i.e. sh, ch, th, wh.)
3. Ask the children to listen to the sound of **sh** as they say the words together.
4. Invite children to supply other words which begin with the same sound as **shall, she, ship, show**.

Note: The digraph **sh** usually has the sound heard in these stimulus words. Other common **sh** words are shut, shop, shot, sheep, shape, shade, short, sheet, shoot, shoe, shell, shirt, shovel, shake, sharp, shine.

The digraph **wh** is usually pronounced as if spelled **hw**; **when** = **hwen**; **white** = **hwite**. The **wh** sound may be taught as is **sh** above. Other common **wh** words are why, where, wheel, wheat.

whisper, whether, whale, whiskers.

when, white, what, which

Exceptions: When **o** follows **wh**, the **w** is silent; **who** = hoo; **whole** = hol; **whom** = hoom; **whose** = hooz. (Changing patterns of pronunciation will likely find some dictionaries recognizing a second pronunciation: **When** = wen)

The digraph **th** has two common sounds. (The concepts of voiced and unvoiced need not be taught in relation to reading.)

Voiced the sound as in:

this their, they though

that then there than them

Unvoiced the sound as in:

thing, thin, thimble, thank

think, thick, third, thumb

While the consonant digraph **ch** has three different sounds, the most common and the one met almost exclusively in beginning reading is that of **ch** heard in **chair** or **chop**. Common words for use in teaching exercise are:

chair chin chose charm chalk

child check chop chance cheer

chicken cheek change chimney chief

Much later, children will meet the other sounds represented by **ch**. These need not be taught in beginning reading.

ch = k

chorus (ko rus)

character (kə rak tər)

chemist (kəm ist)

choir (kwir)

chord (kord)

chrome (krome)

ch =sh

chef (shəf)

chassis (shas e)

chauffeur (sho fur)

chic (shək)

chiffon (shif on)

chamois (sham e)

Heilman, Arthur W. Phonics in Proper Perspective

Memorandum

To: Third Grade Teachers
 From: Lois Turetzky, Assistant Principal
 Re: Inflectional Endings: Doubling Final Consonants
 Date: 9/28/87

1. Explain the generalization:

Words that contain *one vowel* and end with a *single consonant*

beg stop fan

usually double that consonant before adding an ending beginning with a vowel."

begged begging beggar

stopped stopping stopper

Prepare practice material such as the following.

Teacher: "Look carefully at the words on lines 1, 2, and 3. Add the endings to the other words."

	ed	ing	er
1. log	logged	logging	logger
2. dim	dimmed	dimming	dimmer
3. stop	stopped	stopping	stopper
4. pop	_____	_____	_____
5. skip	_____	_____	_____
6. trot	_____	_____	_____
7. bat	_____	_____	_____
8. trap	_____	_____	_____
9. plan	_____	_____	_____
10 spot	_____	_____	_____

Teacher: "In each sentence there is a blank space with a root word below it. Add the proper ending to this word so that it will be correct in the sentence."

Mother is bringing cookies.

(bring)

1. The bird is _____ its wings.

(flap)

2. We are _____ to leave tomorrow.

(plan)

3. We saw a _____ in the woods.

(hunt)

4. A man who cuts down trees in a forest is called a _____

(log)

5. One who traps animals is called a _____

(trap)

6. The little dog was _____

(bark)

7. Who is the best _____ on the baseball team?

(hit)

8. John is the _____ on the team.

(fast)

(run)

9. Two boys were _____ in the sand.

(dig)

10. The _____ it rained, the _____ we got.

(hard)

(wet)

Memorandum

To: Third Grade Teachers
 From: Lois Turetzky, Assistant Principal
 Re: Single Final Vowels
 Date: 9/28/87

Single Final Vowels

When the only vowel in a word comes at the end of the word, it usually has its long sound. There probably are enough high frequency words covered by this generalization to justify calling it to children's attention.

1. Place on the board words that contain one vowel in final position.
2. Have pupils pronounce each word noting the vowel at end of word and sound it represents.
3. Invite children to supply a rule covering these words (one final vowel has long sound).

we be me she he no go so

In words that end with **y** and which contain no other vowel, the **y** functions as a vowel. In these words the **y** is sounded as long i.

my by try fly cry, dry, sky, shy

AY at the End of Words Has the Sound of Long "a".

Children have learned that **y** functions as a vowel when it concludes a word which has no other vowel letter. Here they learn that **y** following the vowel **a** fits a generalization learned previously: "Two vowels together, the first basically as its long sound."

1. Place a few stimulus words on the board.
2. Lead the children in pronouncing these words.
3. Focus attention on the visual pattern **ay** and on the resulting sound of long **a**.
4. Other words which fit this pattern: play, hay, ray, pray, sway, jay, stray, gray, away, tray.

say may day pay lay stay

***** Sounds of "y" at End of Longer Words.**

When **y** concludes a word of two or more syllables, it has the long sound of **e** heard in: hob **by**, win **dy**, fog **gy**, luc **ky**, jol **ly**, fun **ny**, hap **py**, mer **ry**, noi **sy**, rus **ty**. Other words which might be used in teaching exercises are: badly, angry, plenty, honestly, closely, beauty, mainly, guilty, history, lively, nasty, January, partly, ready, seventy, rocky, penny, muddy, simply, sorry, jelly, nearly, costly, sleepy.

Heilman, Arthur W. *Phonics in Proper Perspective*



Appendix I

BOARD OF EDUCATION OF THE CITY OF NEW YORK

C.E.S. 73 BRONX 10452 1020 ANDERSON AVENUE 992-1590

SCHOOL BOROUGH ZIP CODE ADDRESS TELEPHONE

OFFICE OF THE PRINCIPAL

Date: _____

Dear Parents:

Please be advised that it was necessary to reorganize some classes within our school, which has resulted in the following change for your child:

NAME OF CHILD _____

PRESENT CLASS _____

NEW CLASS _____ ROOM _____ TEACHER _____

Please feel free to contact the school or come in if you have any questions regarding this change.

Approved: _____

L. Cooper
Principal

Fecha: _____

Por favor quiero informarle que ha sido necesario reorganizar algunas clases, como resultado ha habido cambio en la clase de su niño/na.

HOMBRE DEL ESTUDIANTE _____ CLASE ACTUAL _____

CLASE NUEVA _____ SALA _____ MAESTRA NUEVA _____

Si tiene alguna pregunta con relacion a este cambio por favor venga a verme.

Appendix J

C.E.S. 73
1020 Anderson Avenue
Bronx, New York 10452

Lynwood Cooper, Principal
Lois Turetzky, Assistant Principal
Naomi Martin, Staff Developer

Third Grade Conference

Lois Turetzky
Assistant Principal
October 21, 1987

Agenda

1. What is Cloze?
2. How to Use the School District Nine Cloze Handbook
3. Strategy for Introducing a Cloze Passage
4. Working Through A Cloze Passage
5. The Degrees of Reading Power Test
6. Developing A Cloze Passage

CLOZE INTRODUCTORY LESSON FOR TEACHERS:

AIMS

- 1) To acquaint teachers with the cloze technique.
- 2) To share with teachers the strategies for student instruction in cloze.
- 3) To assist teachers with techniques for improving classroom instruction in cloze.

MOTIVATION

There are many questions asked about the cloze procedure. The one most often asked is, "What is the best way to teach cloze to my students?" There are many answers to this question. However, there is an organized, sequential way in which students can attack a cloze selection. This suggested plan of attack will help students work with cloze in the most efficient way. It is a method based upon the available research and classroom tested/learner verified procedures.

PROCEDURE

- 1) Display a cloze passage on the overhead. (Supplied passage)
- 2) Cover the passage, except for the first two sentences. Ask teachers to make a prediction about the TOPIC of the passage based upon the content of the first two sentences. Record the predictions on the chalkboard.
- 3) Display only the last sentence. Ask teachers if they would care to revise their predictions based upon the additional information contained in the last sentence. Record any changes indicated by the teachers.
- 4) Distribute the xeroxed sheet of the passage displayed on the overhead. Ask teachers to look at the total passage and note the blanks with numbers. Explain that each blank indicates a deleted word.
- 5) Direct teachers to read the passage silently and "mark" the blanks by tapping a finger on a cheek. This will act as a "place marker" for a blank to be filled in later. Tell teacher that this is used to remind the student that a word has been deleted.

FOZZ INTRODUCTORY LESSON FOR TEACHERS:

- 6) Remind teachers that in order to choose the most appropriate word to fill the blank, it may be necessary to gather clues in the sentence, or sentences, BEFORE the blank or in the sentence, or sentences, AFTER the blank.
- 7) Direct teachers to reread the selection silently and fill in each perceived correct response.
- 8) Discuss responses. Record on the overhead. Discuss the context clues used to obtain each answer.
- 9) Uncover the five choices for each blank. If the teacher-generated words do not match the given choices, discuss the response. (Give methods for translating synonyms to match proper word choices.)
- 10) Elicit from teachers the sequential process that was followed.
For example:
 1. Read the first two sentences.
 2. Read the last sentence.
 3. Note the deletions.
 4. Read the whole passage silently.
 5. Reread the passage and pencil in the perceived correct responses.
 6. Discuss the responses.
 7. Match individual responses with each test choice.
 8. Discuss the reason teachers chose each of their responses.

QUESTIONS AND DISCUSSION

PROMOUN REFERENTINSTRUCTIONAL OBJECTIVE

Given a series of pronouns, the students will be able to use these pronoun referents to nouns to identify missing words in a cloze exercise on their instructional level.

MOTIVATION

- 1) The teacher reads the following paragraph orally and then displays it on the chalkboard or chart.

Luis told Mary that Luis and Mary would practice tossing a football after supper. Mary told Luis that Mary wanted to practice with Dad. Dad said that Dad would throw the ball to Luis and Mary, and Luis and Mary would throw the ball back to Dad. Dad said that Dad would have fun with Luis and Mary.

- 2) Teacher says: DID YOU ENJOY THIS STORY? CAN YOU THINK OF ANY WAY TO MAKE IT SOUND BETTER (LESS CHOPPY)? (Elicit—or tell students, that certain words may be substituted for the names: Luis, Mary, and Dad.)

- 3) Teacher reads and displays the following paragraph:

Luis told Mary that they would practice tossing a football after supper. Mary told Luis that she wanted to practice with Dad. Dad said that he would have fun with them.

- 4) The teacher displays both paragraphs side by side on the chalkboard or wall chart.
- 5) Teacher says: WHY DO YOU THINK THE SECOND STORY SOUNDS BETTER/ WHAT WORDS HELPED IT TO SOUND BETTER? DID THE SECOND STORY SOUND SMOOTHER AND EASIER TO READ? WHY? (Call upon student to explain why. This will "segue" into the PROCEDURE.)

PROCEDURE

- 1) Elicit, or tell, students that certain words, called pronouns, can take the place of a word that names a person, place, or thing (noun).
- 2) The teacher reviews common pronouns in the following manner:

The teacher writes sentences on the chalkboard.

The girl kicked the ball.
The cat scratched Jane.

The teacher reads both sentences.

PRONOUN REFERENTINSTRUCTIONAL OBJECTIVEPROCEDURE

- 3) Teacher says: READ THE FIRST SENTENCE. (The girl...) WHAT WORD, OR PRONOUNS, WOULD MAKE SENSE IF I SUBSTITUTED THE PRONOUNS FOR THE WORDS, "THE GIRL". (Elicit from a student the word "she". Ask the student to explain why s/he chose the word to REPLACE the noun "girl".)

For example, ask the students if the word "he" would make sense in place of "girl". Why? Why not?

- 4) Teacher says: HOW ABOUT THE WORD "IT". DOES "IT" MAKE SENSE IN PLACE OF GIRL? WHY? WHY NOT? (Elicit that we use the pronoun "it" in place of a neuter, or non-gender noun.)
- 5) Teacher says: DOES "THEY" MAKE SENSE IN THE SENTENCE? WHY? WHY NOT? (Elicit from students that "they" indicates a plural has been replaced. The sentence is referring to a singular [one] girl.)
- 6) Elicit from students that "she" satisfies both gender and number in the model sentence. "She" refers to one, female person.)
- 7) Repeat the process for the second sentence. (The cat scratched...) Use the questioning process outlined in Steps 1 through 6. Use pronouns in the following order for substitution: him, it, them, her.
- 8) Review all pronouns used. List pronouns on chalkboard.

he	him
she	her
it	it
they	them

Circle the pronouns used for the two model sentences. Discuss and review why the words were chosen.

PRONOUN REFERENTINSTRUCTIONAL OBJECTIVEPROCEDURE

- 9) Recall Lesson 1, Using Cognitive Organizers.

Review the process steps of Lesson 1. They are:

- Read the beginning sentences of the story. What do you think the story will be about?
- Read the WHOLE selection silently. What is the TOPIC?
- Reread the story. Think about words that might fill the blanks. Do they make sense in the WHOLE story?
- Read the test choices. Do any match yours? Are any of the choices synonyms for your answers?
- If there is no match or synonym, look BEFORE and AFTER the blank to find a clue to the answer.
- If you are still in doubt, think about the TOPIC of the selection. Fill each blank with the word that makes the most sense in the WHOLE story.

- 10) Teacher says: YOU MAY STILL HAVE SOME PROBLEMS CHOOSING A WORD TO FILL EACH BLANK. IF YOU DO, ONE WAY TO HELP CHOOSE THE RIGHT ANSWER IS TO LOOK FOR WORD CLUES. PRONOUNS FREQUENTLY REMIND US OF NAMES OF PERSONS, PLACES, AND THINGS THAT HAVE APPEARED BEFORE IN THE STORY OR PASSAGE. THESE WORDS SIGNAL US THAT A BLANK INDICATING THE NAME OF A PERSON, PLACE, OR THING IS COMING UP. THESE WORDS TELL US TWO THINGS ABOUT THE WORD.

- 11) Teacher says: LOOK AT THE TWO SENTENCES WE HAVE READ. IN THE FIRST SENTENCE, WHY DID WE DECIDE THAT SHE WAS THE CORRECT PRONOUN TO USE? (Elicit that "she" refers to one female.)

YES, SHE TELLS US THAT WE ARE TALKING ABOUT ONE PERSON—A GIRL, OR LADY—SOMEONE FEMALE. LOOK AT THE SECOND SENTENCE. WHAT OTHER PRONOUN GIVES US A CLUE THAT WE ARE SPEAKING ABOUT ONE FEMALE? (Elicit "her". When reviewing the sentence in Step 7, you substitute "her" for "Jane".)

PRONOUN REFERENTINSTRUCTIONAL OBJECTIVEPROCEDURE

- 12) Teacher erases "girl" on the chalkboard and substitutes "boy".

Teacher says: NOW, WHAT PRONOUN SHOULD WE USE? WHY?
(Elicit "he". "He" indicates one male person.)

- 13) The teacher erases "Jane" in the first sentence and substitutes the word, "Bob".

- 14) Teacher says: NOW, WHAT PRONOUN SHOULD WE USE? WHY? (Elicit "him" because it indicates both one person and a male.)

- 15) The teacher erases the word "boy" and substitutes "car" in the first sentence.

The teacher says: NOW, WHAT PRONOUN SHOULD WE USE? WHY?
(Elicit "it" because "it" indicates one thing that is neither male nor female. It is a neuter.)

- 16) The teacher erases "Bob" and substitutes "the chair" in the second sentence.

Teacher says: WHAT PRONOUN SHOULD WE USE THIS TIME? WHY?
(Elicit "it" because "it" indicates something that is neither male nor female. It is a neuter.)

Repeat using plural subjective and objective pronouns:

In the first sentence for car, substitute the word men.
The pronoun is they.

In the second sentence for chair, substitute the word rice.
The pronoun is them.

PRONOUN REFERENTINSTRUCTIONAL OBJECTIVEPROCEDURE

- 17) The teacher presents a passage containing pronoun referents.

Teacher says: ONCE AGAIN, WE HAVE A PARAGRAPH WITH WORDS OMITTED (MISSING). LET'S SEE IF WE CAN FILL IN THESE WORDS USING THE PROCESS STEPS AND THE NEW CLUE WE HAVE LEARNED ABOUT PRONOUNS.

- 18) Teacher says: DO YOU SEE A PRONOUN SIGNAL, OR CLUE, BEFORE THE BLANK SPACE THAT WILL HELP YOU? WHAT IS THE PRONOUN, OR CLUE, YOU USED? WHAT DOES THIS PRONOUN TELL US ABOUT THE MISSING WORD? (Elicit the correct response re: number and gender, from students.)

- 19) The teacher and students complete the passage together in the following manner.

- A. Students read the passage silently.
3. Students reread the passage and try to identify the missing words.
- C. Students identify the signal words and circle them.
- D. Students fill in the blanks.
- E. Teacher and students discuss the reasons for chosen answers.
- F. Teachers and students discuss the effects of words that are pronoun referents.

- 20) The teacher says: LET'S LOOK AT THE CHOICES ON THE RIGHT AND SEE IF ANY AGREE WITH THE CHOICES WE HAVE MADE.

- 21) The teacher and students compare answers with the test choices.

PRONOUN REFERENTINSTRUCTIONAL OBJECTIVESUMMARY

- 1) Teacher says: WHAT SPECIAL WORDS DID WE LEARN TODAY? (Elicit the pronoun clue words.)
- 2) Teacher says: WHAT TYPE OF SIGNAL WORDS DID WE USE TODAY? (Elicit "pronouns".)
- 3) Teacher says: WHO CAN TELL ME SOME OF THESE WORDS? (Elicit he, she, it, they, him, her, its, and them.)
- 4) Teacher says: WHAT IS THEIR PURPOSE? (Elicit—to take the place of words that name people, places, or things.)
- 5) Teacher says: WHAT DO PRONOUNS TELL US ABOUT THE "NAMING" WORD? (Elicit number and gender.) May be given in the student's spoken language.

EVALUATION

- 1) Teacher says: HERE IS ANOTHER PASSAGE WITH MISSING WORDS. FOLLOW THE PROCESS STEPS TO FIND THESE WORDS. HOWEVER, THIS TIME USE TH PRONOUN SIGNAL WORDS TO HELP YOU. ALSO, CIRCLE EACH PRONOUN CLUE WORD THAT YOU USE.
- 2) Teacher distributes papers.
- 3) Teacher circulates to assist students as needed.

FOLLOW-UP

An exercise using this procedure should be given to the students a minimum of three times per week. Answers should be discussed and checked on a regular basis. Social Studies, science, and other content areas should be used as the texts for paragraphs.

Appendix L

Characteristics of an Effective Writing Program*

CHARACTERISTIC

1. The writing program reflects an awareness of current theory and research in writing.

Examples

- Writing activities reflect the awareness that writing is a process; i.e., the student must be given the opportunity to think and plan, to compose on paper, to revise, to proofread, to share.
- Teachers value writing and are models for the students.
- Students are given help during the writing process rather than after the work is completed.
- Writing instruction is not equated with grammar and mechanics instruction.

How Identified

- Do the texts in use reflect the application of current theory and research?
- Do teachers write and share their writing with the students?
- Do teachers respond at various stages of the writing process, rather than limiting their responses to the finished product?
- Is the writing instruction based on whole pieces of writing rather than grammar exercises, workbooks, and ditto sheets?

CHARACTERISTIC

2. Writing instruction is a substantial and clearly identified part of an integrated English language arts program.

Examples

- Writing is done on a regular, planned basis, not just when it can be "squeezed in."
- Writing is part of the language arts curriculum.

- Writing is not limited to responses to literature.
- Students with handicapping conditions have equal access to writing instruction.

How Identified

- Do lesson plans show that writing is scheduled on a regular basis?
- Does the district have a K-12 language arts curriculum which provides for listening, speaking, reading, and writing to be taught at all grade levels?
- Is writing used for a variety of purposes and audiences?
- Are students who are handicapped included in classes and are materials and instruction modified to meet their needs?

CHARACTERISTIC

3. The subject matter of the writing activities is meaningful to the students.

Example

- Students are sometimes given the opportunity to generate their own topics for composition.

How Identified

- Do writing activities give the students the opportunity to express their own feelings, experiences, ideas, knowledge, research, imagination, etc.?
- Are the writing activities ones that the students can recognize as having meaning and utility in their lives outside the classroom?

CHARACTERISTIC

4. Students are taught to write in many forms.

* Expanded from "Standards for Basic Skills Writing Programs," published by the National Council of Teachers of English, Urbana, IL.

Examples

- Student writing includes summaries, notes, captions, poems, journal entries, reviews, descriptions, etc.
- Students write both long and short pieces.

How Identified

- Does instruction extend beyond the tasks on State writing tests?
- Are models of new types of writing made available to students and discussed?

CHARACTERISTIC

5. Students are taught to write for a variety of audiences.

Example

- Activities give students the opportunity to write for themselves, for other students, for parents, for younger children.

How Identified

- Does the teacher see that writing is shared with appropriate audiences?
- Are students made aware of the differences between public and private writing?

CHARACTERISTIC

6. Students are taught to write for a variety of purposes.

Example

- Activities give students the opportunity to write for purposes such as to express personal feelings, to narrate, to explain, to describe, to persuade.

How Identified

- Do activities encourage students to adapt their writing for the intended purpose?

CHARACTERISTIC

7. Students are encouraged to compose during class time.

Examples

- Students are given the time to talk about their planning, drafting, revising, and editing.
- Teacher/student conferences are a regular feature of instruction.

- Class time is devoted to all aspects of the writing process: i.e., prewriting, drafting, revising, editing, and publishing.

- Resources such as dictionaries, thesauruses, grammar texts, writing models, etc. are available to students.

Large print/Braille materials, when necessary, are available.

How Identified

- Is there provision for regular small-group work and partnered activities?

Do students write often and on a regular basis?

Do activities provide students opportunities to clarify their thinking and to engage in problem solving?

- Do conferences take place during the writing process?

Are teachers available to students when the students are writing?

- Is there an awareness that various students may be in different stages of the composing process at any given time?

- Is there a writing center in the classroom?

Do teachers model the use of resources and encourage students to use them?

CHARACTERISTIC

8. Students receive instruction in expressing ideas, as well as instruction in developing control over the conventions of standard written English.

Examples

- Instruction in conventions of standard written English is based on the students' own writing rather than on workbook exercises.

- Conventions of standard written English such as spelling, punctuation, capitalization, usage, sentence structure, are taught as part of the writing process.

How Identified

- Does instruction in the conventions of standard written English occur in the context of communicative meaning?

- Is emphasis on writing conventions reserved for the revising and editing phase rather than the drafting phase?

CHARACTERISTIC

9. Students receive constructive responses to their writing.

Examples

- Classroom atmosphere encourages valuing of students' work.
- Teachers and peers respond at various stages of the writing and do not wait until it is finished.
- No attempt is made to note every weakness in the writing.
- Students participate in the evaluation process.

How Identified

- Do teachers respond positively to the efforts and accomplishments of the students?
- Do teachers respond first to the ideas and opinions expressed?

Are responses focused by key questions and worded constructively?

- Are comments focused on a limited number of weaknesses?
- From several pieces of writing, does the student select pieces to be evaluated?

Are peer conferences used from time to time as part of the evaluation of writing?

CHARACTERISTIC

10. There is both formative (ongoing) and summative (concluding) evaluation of student writing.

Examples

- Teacher/student conferences are a vital part of evaluation procedure.
- There is evidence of growth in papers written at different times.
- Pre- and posttests using whole pieces of writing are used for evaluating progress.

How Identified

- Do teachers use writing folders as a basis for conferences?
- Are there evaluated writing samples or other documentation of progress in the folders?
- Have pre- and posttests been analyzed and suitable instruction provided?

CHARACTERISTIC

11. Writing is included in other subject areas across the curriculum.

Example

- Students write explanations, summaries, learning logs, reports, etc. in order to learn, clarify, or recall the subject matter.

How Identified

- Does the curriculum indicate any objectives, activities, etc. relative to writing in the content areas?

CHARACTERISTIC

12. Administrators actively support the writing program.

Examples

- Administrators understand that time and resources are needed for the teaching of writing.
- Administrators encourage teachers of other subjects to use and respond to writing in their classes.
- Administrators provide time and support for inservice education for teachers.
- Administrators encourage the sharing of expertise within the district.
- Administrators understand that teaching writing consists of more than teaching grammar.
- Administrators inform parents and community groups about the writing program and the ways in which they can support it.

How Identified

- Do class and school schedules provide sufficient time for writing?
- Are adequate resources provided to teachers and students; e.g., library services, adapted equipment, media, duplicating facilities, supplies?
- Do teachers in all subjects have an opportunity to develop writing activities appropriate to the subject area?
- Are inservice education opportunities made available to teachers?
- Do faculty and department meetings provide for the sharing of successful practices?
- Do administrators keep informed of the latest research and techniques?

- Do administrators address the importance of writing programs through community groups, the media, and school bulletins?

CHARACTERISTIC

13. Suitable methods of program evaluation have been established.

Examples

- Program evaluation includes examination of whole pieces of writing over time.

- Consistent evaluation methods are employed for pre-and posttests, using a recognized procedure.
- Affective measures evaluate student attitudes as progress.

How Identified

- Are student writing folders reviewed periodically to assess program effectiveness?
- Is there evidence of pupil progress as a result of instruction?
- Do the students have a positive attitude toward writing?

The Composing Process

Effective writing programs must begin with a clear understanding of what writing is. In a statement from the National Council of Teachers of English, writing is defined as "... the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development* (narrating, explaining, describing, reporting, and persuading); *tone* (from the very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal 'business' of everyday life); *possible audiences* (oneself, classmates, a teacher, 'the world')." Improving one's writing ability involves developing increasing skill in selecting from and combining these variables to shape particular pieces of writing. It also involves learning to conform to the conventions of the printed language appropriate to the form, purpose, and tone of the writing.

The stages of the composing process include *prewriting*, *drafting*, *revising*, *editing*, and *publishing*, thus encompassing everything that goes on from the initial thinking about a topic to the publication of the completed project. The process itself is not necessarily linear or sequential; for example, some writers make revisions as they go along rather than as a separate step in the process. During drafting, some writers may go back to their prewriting notes, or gather more information, or discuss their ideas with a peer in order to develop a piece further. In practice, the writing process is recursive; for clarity, however, in this manual the discussion of the process will be sequential.

Not every writing activity involves the complete process. Just as adult writers may decide that a particular piece is not worth polishing, a student may not bring every piece to the publication stage. Those pieces not brought through the complete process may be thought of as exploratory writing. Such pieces may be thought of as writing to find out what one thinks about a subject, writing to develop fluency, or writing for one's personal use. However, the teacher should require that a certain number of pieces be brought through the complete process.

THE IMPORTANCE OF AUDIENCE AND PURPOSE

Writers must be aware of both purpose and audience. They must select the details and organization that will accomplish the intended purpose successfully and use the most appropriate language and tone for the intended audience.

Writers need to ask themselves questions such as:

- What is my purpose for the communication? Is it to explain, to describe, to narrate, to express feelings, to persuade?
- Who is the intended audience?
- How much will the intended audience already know about the topic?
- How much more information will I need to provide in order for the audience to understand my meaning?
- What diction and tone are most appropriate for the intended audience and purpose?

PREWRITING

In the past, writing instruction tended to focus on the final product, while paying little attention to the process a writer went through to arrive at the product. The results were predictable. Like the athlete who sprains an ankle because he or she does not take the time to "warm up," many writers hasten to complete a writing assignment without giving adequate attention to the preparatory stage—without "warming up" for the task. And, as with the painfully disabled athlete, the student writer, too, becomes "disabled," and his or her future performance is inhibited.

Prewriting is a crucial stage of the composing process. It is crucial because it prepares the student to approach the writing situation with confidence. Furthermore, it provides the instructor with an excellent opportunity to integrate writing with other aspects of the curriculum—namely literature, reading, listening and speaking.

To insure success in writing, the teacher must help stimulate the interest of the students and guide them in acquiring information or in using information they al-

ready have. In designing a prewriting activity related to the writing assignment, the teacher has several goals.

- Focus attention on the task. Just as it is necessary to set a purpose before expecting students to complete a reading or listening assignment, so, too, it is necessary to clarify the purpose for writing.
- Design activities to sharpen students' observational skills and give them confidence that they have enough knowledge about the topic to write effectively.
- Clarify potential problem areas within the assignment.
- Encourage insightful thinking on the part of the students.

Perhaps all of this sounds time consuming. It should. *It is quite conceivable that the prewriting stage of the activity will take more time than any other single step in the process.* Teachers need not be afraid of spending too much time on the prewriting phase, since extra time spent here will shorten the rest of the process and insure a more satisfactory final product.

Prewriting activities may contain some writing. Brainstorming, freewriting, and note taking might all be used effectively during the prewriting stage. The integration of several language arts skills in the prewriting step will add flexibility in the transition to the actual drafting of the composition.

An effective prewriting activity will usually contain the following elements:

- A stimulus (curiosity motivator): a key word, question, list, quotation, action, object, display, or activity intended to spark the students' interest in the topic, or help the students recall a personal observation or experience
- A method of developing content: an opportunity to analyze, observe, describe, learn vocabulary, examine a process, or find information about an idea or concept
- An interaction with peers and teacher: a chance to discuss findings, share ideas, accept or reject opinions, clarify thinking
- A transition from prewriting to drafting: a strategy to encourage students to "get it down" in a first draft

The appropriateness of a particular prewriting activity depends on two factors: the purpose of the writing assignment and the amount of knowledge which the students bring to the writing situation.

DEVELOPING TOPICS

Before students can write something worthwhile, they must realize that they already know and have experi-

enced many things worth writing about. The role of teacher, then, becomes one of providing a supportive, nonthreatening classroom atmosphere in which students feel comfortable and secure so they can explain what they already know and communicate their reactions and perceptions in their writing. One method helping students recognize that they already know interesting and worthwhile topics to write about is Graves Model (see Appendix C).

Further, the teacher needs to extend the knowledge and experiences of the students through prewriting activities that stimulate students and provide them with experiences. Some examples of experiences that the teacher can draw on are:

• School-Related Experiences

The arrival of new books or other materials
A classroom visitor
Fire drills
A teacher retiring, getting married, or leaving
Rules for a classroom activity
The moving away of a classmate
An unusual occurrence in the classroom
Moods created by art, music, dramatic presentation
The arrival of a new student who is handicapped
Making puppets
Stories or poems read to the students by the teacher
Science investigations
Social studies projects
Role-playing
Field trips
Films, film strips, slides
Games, sports events, club activities
School assemblies, pep rallies, etc.

• Personal Experiences

Birthdays
Changes in the neighborhood
Moving
Disagreements
Sudden weather changes
Seasonal changes
Dreams
Birth of a brother or sister
Family
Vacations
Work experiences
Memories

Teachers can use these experiences to instruct students in the use of a variety of strategies that will help students overcome the feeling that they can't think of anything to write about. Some ways to help students generate a bank of ideas follow.

Free Writing

If students are to get in touch with what they know, believe or feel, one of the best ways to accomplish this is through free writing. As described by Peter Elbow, during free writing one simply writes for a determined length of time, usually anywhere from three to ten minutes, without stopping. The idea is to write quickly but without rushing. The writer does not stop to look back, cross something out, or become concerned with correct mechanics or word choice. The only requirement is to keep the pencil moving.

An important aspect of free writing is that it forces the writer to ignore editing. It is an exercise in bringing together the process of producing words and putting them down on the page. Practiced regularly, free writing overcomes the ingrained habit of editing while the writer is trying to produce ideas. It will make writing less blocked because words will come more easily.

Free writing allows the authentic voice of the author to emerge. It will unlock a young writer's inborn writing talent. "Guided" free writing occurs when the writer is given a word or topic and must write nonstop—just to get information down. Both can be used by writers to find a topic, find the essence of a topic, find a focus for a topic, or find out what they know, feel, or believe about a topic.

Interviewing

Even very young students can be taught to interview each other in pairs or small groups. The interviewer prepares questions to ask another student about a personal experience; e.g., Where does your family spend its vacation? The questions should deal with who, what, where, when, how, how many, and the like. The questions can be prepared with the teacher or generated by the class and should be specific to the particular purpose for writing.

Sensory Awareness

Teachers and students can bring to class items that will engage the students in a sensory experience. Students can taste lemons, feel cooked spaghetti, listen to mood music, smell spices or herbs, or see a portrait and respond orally and then in writing to what they tasted, felt, heard, smelled or saw. Start with only one sense and see how many images, descriptors or other ways of saying the same thing students can suggest. For example, cooked spaghetti "is like warm worms," or "a handful of rubber bands," and so on.

Brainstorming

In brainstorming, students generate as many words, phrases or ideas as possible on a selected topic and are not allowed to criticize or reject any. The teacher or a student should list on paper, chalkboard or chart every word, phrase or idea contributed. After the flow of ideas has stopped, related items should be grouped. This helps students see how to begin to limit a topic. One group of related items should be selected as a focus for the topic. Students should eliminate unimportant items or items not related to the focused topic. Grouping may, even at this early stage, suggest an organizational pattern; e.g., chronological, cause/effect, compare/contrast. This more focused grouping might also suggest other aspects of the topic not on the list but which could be included after further research or exploration.

Because this is a prewriting activity, a clear focus may not evolve for some students until after they have written a first draft, or in some cases, after several drafts have been written. If students then decide to change the focus of their writing, the lists will still be available for them to use.

The teacher may give the whole class a subject such as "Winter" and record all the ideas, words, and phrases that the students contribute about winter. Or the teacher might give pairs of students a debatable topic, have them decide which side they support, and list all the supporting evidence they can generate. After the students have explored their ideas and experiences, they are ready to write; they will have added to the bank of ideas, words, and experiences to share with others.

Brainstorming also can be done in small groups, in pairs, or even alone. For example, the teacher may give small groups specific guidelines and have the students explore all facets of a given subject; e.g., What rules should be established for field trips? The teacher can pair classmates and have them talk about possible writing topics or list ways to narrow the topic.

Peer Conferencing

For prewriting, peer conferences can be used to help students find a topic or clarify their topic as it relates to purpose and audience. The Graves Model is a good example of how peer conferences can be used to emphasize to students that they have had experiences and they do have knowledge worth sharing (see Appendix C).

In peer conferencing, students work with one or more of their classmates on a designated task. Conferencing can be used as early as students begin to write. The advantage of peer conferencing over a full class activity is that there can be several smaller groups working on dif-

ferent tasks or different aspects of the same task. In the prewriting phase, peer conferences can be used in many ways. One way is to give students a topic and direct them to brainstorm all related ideas or words appropriate for the specific purpose of the writing.

When setting up peer grouping, a judgment needs to be made based on such factors as the personalities of the students to be grouped, ability levels, special needs of the students, nature of the task, length of time, etc. It is also best to be very directive by providing specific guidelines for behavior and/or procedures, as well as guidelines on how to accomplish the task. In any case, peer groups should be started at the beginning of the school year—not delayed until school has been in session for a month. Once procedures, guidelines and groups have been in place, changes and less direction from the teacher will be easier to implement.

Journals can be used in peer conferencing as another source of topics. Students might share with their peer(s) several entries from their journals, and classmates can ask questions to help the writer select, clarify, or narrow a topic found in the journal.

Teacher-Student Conferences: Prewriting

The teacher-student conference is another prewriting strategy that can be used to help students find, focus or begin writing about a topic. Meeting with a student will take only a few minutes, depending on where the student is in this prewriting phase. If the student has no thoughts about a topic, refer the student to his or her journal or list of possible topics in the Work-in-Progress Folder (see page 18). Ask questions that will draw out the student's interests and ideas. Avoid questions that allow a "yes/no" response because they are likely to be too sharply focused at this prewriting stage. Encourage the student to try working with an idea. Assure the student that if the idea does not work out, it is all right to try another idea. It is important that the focus be on the student and on the student's writing. Avoid judgmental or critical comments. In any case, avoid telling a student what to write but rather act as facilitator and enabler.

If the student has a topic, a brief conference can be used to help the student focus on the purpose for writing as well as the intended audience. Some questions might be:

- Why do you want to write about this topic?
- What do you think the reader already knows about this topic?
- What do you think the reader would like to know about this topic?

- How could this information best be arranged to make it easy for the reader to understand?

Other suggestions related to a teacher-student conference are:

- Have the conference in the writing center or in an area which has been set aside for this purpose. "Neutral" territory provides the best atmosphere in which to confer. Second best would be the teacher working with the student at the student's desk. Least productive is working at the teacher's desk.
- Tape the conference if possible. This would allow replay to refresh the student's memory.
- Have writing and drawing materials available for note taking or illustrations made during this prewriting conference for use in the drafting and/or revising stage.

An essential attribute of the teacher in a teacher-student conference is the ability to listen and to have enough patience to avoid telling the student what to write about and thereby taking control of the student's writing. According to Alvina Burrows: "The story belongs to the storyteller." Keep the conference brief and supportive. Handle one problem at a time. Follow; do not lead.

Direct Instruction

Although the goal is to develop independent writing working in a larger context of a community of writers, there are times when teacher-directed instruction is appropriate. This instruction may take any of the following forms:

- Sentence slotting and/or sentence combining—related to a forthcoming writing activity
- Sentence patterning to be used in the forthcoming writing activity; for example, "The important thing about _____ is that it is _____."
- Structured poetry forms: couplet, limerick, haiku, quatrain, etc.
- Teaching or reviewing a particular focus skill important to the forthcoming activity (see Expectations, pages 26–59).
- Activities particularly suitable for imaginative based writing such as riddles, short narrative scripts, poems, fantasies, and fables are:

Reading aloud by the teacher of examples of a specific type of form; e.g., limerick

Oral storytelling by teacher and/or students

Choral reading

Sign language drama and music

Role playing

Creative dramatics
 Oral word play: rhyming, alliteration, assonance
 Writing of group stories or poems

Students may gather information for their writing in ways other than direct instruction. Some ways may be:

- Reading about a subject of interest
- Observing an activity or place or object and taking notes
- Interviewing a number of people about a particular topic
- Listening to an oral presentation on a topic of interest
- Viewing a TV documentary

Organization

Because of individual differences, students may need to organize their material at different stages of the composing process. Some students need to have the pattern of organization in mind before they begin to draft. Other students will include in a first draft everything they have selected to write about. They will not decide upon the pattern of organization to use until the revision stage. Young students, especially, may find that drawing before they write helps them to organize their ideas.

Some organizational patterns which students could use are:

Chronological order
 Sequential order; e.g., how to
 Order of importance
 Similarities and differences
 Main ideas and supporting details or examples
 Cause and effect
 Spatial order
 Classification

A time-tested and teacher-favored method for teaching students to organize their materials is the outline (see below). However, the simplified box outline is often more appropriate for students than the more complicated Harvard outline. In the box outline, material is developed by using the question usually associated with journalistic writing. The answer to each question suggests the details which will help the writer develop ideas more fully.

DRAFTING

In this phase the student puts ideas into written language, either by writing, typing, or keyboarding on a word processor. The purpose of the drafting stage is to develop content suitable for the designated purpose and

QUESTION	ANSWER	DETAILS
What?	Macy's Thanksgiving Day Parade	Colorful, exciting, thrilling
Where?	New York City	Big crowds, marching past famous places in city
When?	Thanksgiving Day	Before the dinner and football games
Who?	TV or movie stars; bands, dancers, balloons, floats, spectators	Favorite TV characters, high school and college bands, cartoon characters bigger than life size
Why?	Celebrate the holiday	Tradition—look forward to it every year

Students may also use the box outline to help them sequence their material for a narrative, a process essay, or a report. Such an outline might look like this:

QUESTION	ANSWER	DETAILS
What happened first?		Who did it? When? Where? Why? How?
What happened second?		Who did it? When? Where? Why? How?
What happened third?		Who did it? When? Where? Why? How?
What happened last?		Who did it? When? Where? Why? How?

audience. The teacher's role in this phase is to encourage students to "get it down." Obviously, the place to begin is with the notes or ideas developed during the prewriting stage. Just as brainstorming is the pouring out of ideas orally without criticism, drafting is the pouring out of words on paper to catch the ideas and "go with the flow." In addition, the teacher should provide a supportive environment in which students feel free to consult with each other, with the teacher, or to use reference works.

Some students will attempt to revise and proofread their writing as a natural part of their drafting style. Other students may find that procedure to be very inhibiting. Indeed, excessive concern about "correctness" can effectively dam the flow of the writing and limit the choice of vocabulary and sentence structure to the simplest and "safest" correct form. This usually results in bland, colorless writing. Students should be encouraged to ignore correctness during the drafting stage and to postpone attention to correctness until the proofreading stage. During the drafting stage, the teacher should tell students: "You don't have to get it right; you just have to get it down."

One of the best ways to show students how to "get it down" is for the teacher to model how to draft written work. On an overhead projector or blackboard, the teacher should draft several sentences on a chosen topic. This will show students that not even the teacher gets it right the first time, since the teacher does not worry about mechanics or revising at this time. Instead the teacher's goal will be to write fully—to "get it down."

The following suggested procedures can be used during the drafting stage to make later revisions and editing easier. Students should *not*, however, become concerned with these suggested procedures if they slow down the drafting of ideas into writing.

- Skip lines to allow for later changes.
- Circle words the spelling of which needs to be checked later.
- Use some kind of mark or symbol to indicate items which need further investigation; e.g., the accuracy of a quotation.
- Underline words which are not quite "right" and need to be more specific or for which a synonym is needed.
- Use special paper. (Writing on the back of used duplicating paper or computer printout paper, for example, emphasizes the rough, temporary nature of a first draft.)
- Cross out rather than erase. It is faster and easier, and it also preserves choices for the revision stage.

With the advent of computers as tools in the home classroom and workplace, keyboarding has become an important basic skill. Students are increasingly being offered opportunities to use electronic keyboards for leisure as well as education activities. As computers continue to become more prevalent in homes and classrooms, students will need to become familiar with fundamental keyboarding techniques and keyboarding functions in order to record, retrieve, and manipulate data and to use the keyboard for communication.

One of the most promising developments of the use of electronic keyboards and computers in the schools is their potential impact on the language arts program. Keyboarding is an important enabling skill for developing competence in recording and organizing ideas, and accessing information from a data base. Electronic keyboarding also enables the student with a handicapping condition who has difficulty with handwriting to compose more easily without being inhibited by the handicapping condition. During the drafting stage, the use of a word processor enables students to write more fully. Students will put down all their possible ideas and examples because they know that the material can be moved around easily, added to, or deleted in the later revision stage.

In this context, keyboarding ability can enhance active, purposeful, meaning-centered use of language to think and to communicate creatively. Guidelines for elementary school keyboarding instruction can be found in Appendix D. Suggested Criteria for Evaluating Language Arts Software can be found in Appendix E.

Finally, some words about quality vs. quantity. Students sometimes feel that the number of words written is the standard of excellence; that is, quantity is what counts. This is a difficult concept to reverse because word limits are frequently recommended on tests and school assignments. Such word limits are given to encourage students to develop their writing fully. However, students need to be shown that the quality of the work is more important than the quantity. Indeed, it is easier and less frustrating for both teachers and students to work on several shorter pieces of writing as opposed to infrequent, longer pieces of writing. One well-written paragraph is worth more to teachers and students than one long essay so riddled with problems that neither the teacher nor the student knows where to begin correcting and rewriting.

REVISING

In the books they read, students see literature in its final form only. As a result, they are not aware of the long, perhaps even frustrating, hours the author de-

voted to the work. The page with the final product does not show all the scratch-outs and penciled-in revisions. Students do not see writing as a process; therefore, they believe that when they complete the first draft of their poem, story, or report it is finished—it is the best they can do. It is important to show students that writing is a process and that the core of the process is revision.

Revision is the process of "re-seeing" what has already been written. The writer rethinks the choices already made about the content, and adds, deletes, or rearranges the material. Thus writing becomes thinking made visible.

The teacher's role at the revision stage is to help students to focus and strengthen the content and organization as they relate to audience and purpose. Teachers should encourage students to play with the language in order to select vivid images and specific words. Teachers can also help students to use sentence variety and to choose appropriate transition words or phrases to provide coherence and unity to their writing. Students may need help in expanding the ideas in earlier drafts with appropriate reasons, details, or examples.

Modeling

One of the most effective ways to instruct students in how to revise their writing is to model the process for the class. After prewriting, compose a paragraph with the class, using the blackboard or an overhead projector. Revise this first draft by talking about what needs to be changed, added or deleted and the reasons for each change. Encourage and accept suggestions from members of the class. This modeling will provide students with the opportunity to witness the process of revision and to realize that words do not magically flow to form a polished final copy for an adult any more than they do for a student.

"Messing Up" the Draft

Having a variety of materials available such as colored pencils or pens, scissors, tape or glue, etc., can help students in revising their work. The use of these materials could be modeled in revising the paragraph written on the blackboard or overhead projector.

Show students how to separate sections they want to move around by cutting them apart and taping them in the new order. Colored pencils can be used to identify major subjects and supporting material. Arrows, carets and other symbols can be color coded to show where material needs to be moved or added.

The use of carets, arrows, crossouts, and so on will teach the student that it is all right to "mess up" a first draft. They will see that information can be inserted,

moved, added or deleted, by drawing arrows, using carets, crossing out words or sentences or attaching longer rewritten sections. What is important here is that students understand that there is nothing sacred about a first draft—and that even the teacher has to go through several drafts to reach the final copy.

The use of word processors in the schools will relieve students of much of the onerous task of revision—that of recopying the whole composition. With a word processor, errors in mechanics and spelling can be corrected on the spot, sentence parts can be deleted or rearranged, and whole paragraphs reordered for better organization.

Using Checklists

It is important for students to reread their own papers, even before looking at a checklist, to see what improvements they might like to make or what information they might like to add. Then, to help students become more aware of what elements may need revision, the teacher should provide or post a first checklist. The first checklist should include such basic considerations as:

- Does my writing accomplish my purpose?
- Does my writing speak to the intended audience?
- Have I included enough information?
- Is my message clear?

Teacher-Student Conferencing: Revising

During the revision stage, the teacher should move around the room to facilitate instant mini-conferences with students as needed. The purpose of mini-conferences during revision is to help students react to their own writing so that they may identify possible writing problems and make an attempt to resolve them. During conferences, the teacher must remember to:

- Listen to the student
- Respond to content first
- Handle one problem at a time
- Keep it short

Some questions teachers might ask during a revision conference are:

- What part do you like best? Why?
- What other information would your reader need?
- Do you have any information that doesn't really belong?
- What do you intend to do in the next draft?
- How does this draft sound when you read it out loud?

- What kinds of changes have you made from your last draft?
- Which part tells what the draft is about?
- Which part is the most exciting? Why?
- Are you happy with your beginning and ending? If not, what changes do you want to make?
- What do you need help on?
- Can you think of a different way to say this?

Teachers need to remember that brief conferences during the revision stage are of infinitely greater value in helping students to improve their writing than are conferences on grading after the final copy has been completed.

Peer Conferencing

In a peer conference for revising a first draft, students read their writing aloud to themselves, to a partner, or to a small group of peers. In oral reading, students must:

- Read papers exactly as they are written.
- Listen attentively to themselves for such things as natural pauses and stops, run-on sentences, omitted words, awkward structure.

When the student hears what he or she has written, many problems previously unnoticed often come to the surface.

In the classroom, students have a readily accessible audience to whom they can express their thoughts, feelings, and imaginations as they read their writing. It is the role of the audience members to listen attentively and to respond with their own thoughts and ideas to the thoughts and ideas they have heard expressed in the writing.

Given proper instruction, students can learn to become a good audience. With practice, students will develop good listening skills and become active rather than passive listeners. They can learn to listen for *what* the writer says and *how* she or he says it. Students can hear run-on sentences and sentence fragments, lack of organization and poor word choice. In addition, they can also be taught how to make specific, supportive comments on the successful features of the writing. In fact, peer support and evaluation can provide strong motivation for any writer to improve a draft.

Students should develop a checklist for use during group revision. The teacher can model the use of the checklist by applying it to a piece of writing before expecting students to work with it. Sample checklists for revision can be found in Appendices F and G.

EDITING

Editing is the stage in which the writing is made suitable for publication or sharing. The teacher's role is to instruct students that the purpose of this phase is once again to look at the content and organization as it relates to the purpose and audience. In addition, they are to look carefully at the punctuation, capitalization, spelling, usage and sentence structure to insure that the mechanics of the writing are correct so that errors do not interfere with a reader's ability to understand the message.

Some ways the teacher may provide students with editing skills are:

- Model the editing phase using a paragraph written on the chalkboard or overhead projector.
- Develop with the class an editing checklist that they can use by themselves or in peer or small group editing sessions (see Appendix C for one example).
- Display prominently on large pieces of construction paper a writing checklist containing one simple corrective in each problem area; e.g., Do I begin each sentence with a capital letter?
- Limit the number of mechanics skills to be worked on by each student.
- Teach, through mini-lessons, a specific aspect of grammar or mechanics that has been identified from the students' writings. Select errors gleaned from student papers. Focus on one skill at a time. Have the students add this new mechanics skill to their checklists.
- Instruct students in the use of dictionaries, grammar texts, usage handbooks, thesauruses, etc.
- Find what words the students misspell frequently and concentrate on them. Have students make, refer to, and add to their own dictionaries words they frequently misspell. Remember that the stress on correct spelling should come only during the editing stage. It must not be allowed to interfere with the initial writing impulse.
- Have students work in pairs, reading each other's compositions aloud. Have them discuss difficulties caused by lack of punctuation and capitalization.

PUBLISHING

Publishing the writer's work completes the composition process. It is the act of sharing the final copy with the intended audience or readers in general. Publication can be as simple as posting papers on the class bulletin board, or as elaborate as compiling a class anthology. The purpose of publishing is to reinforce the idea that

writing is an act of communication; that is, writers write to be read. The teacher's role in the publishing stage is to provide for occasional opportunities for students to choose a piece of writing from their Work-in-Progress Folder and to polish that piece for publication. Because purpose and audience have been key concepts guiding the writer throughout the composing process, it is in publication that attention to these elements brings the fullest satisfaction to student writers.

Without some form of publication students may forget that their writing is meaningful communication. Furthermore, if there is no prospect of publication, students may lose the desire to work through several drafts of their writing in order to produce their best work.

It is important to note that not every piece that a writer begins will be polished for publication. However, every effort should be made to insure that each student develops some pieces of writing well enough to be published. The recognition and self-satisfaction that students get from having their written work seen by others are important motivators in working through the stages of the composing process.

When students copy their writing in final form, the handwriting must be neat and legible. Students should check to make sure they have not made copying errors.

Any writing that is to be read by another reader, whether it be the teacher, peers, parents, or an unknown general audience, deserves careful editing.

Some of the ways in which the students' work can be shared are:

- Class books
- School or grade-level newspaper
- Class literary magazine
- School handbook
- School anthology
- Local newspaper
- Student magazines such as *Highlights*,
Jack and Jill, *Writing*, etc.
- Pen pal letters
- Poetry booklet
- PTA newsletter
- Display of stories in the library
- Taped stories
- Written work exchanged with another class or in another school
- Written work read orally to the class, in an assembly or to family members
- Bulletin board display in halls or classrooms
- Broadcasts over the PA system or in-school TV
- Braille publication

Expectations for Student Writers

No one writes without a purpose for writing. The purposes may be:

- To express one's feelings
- To narrate a fictional story or an account of a real event
- To explain factual information
- To describe a person, place, image or impression
- To persuade another to change an opinion, or to influence the action of others

The charts of Student Expectations which begin on page 26 have been built around these purposes for writing, defined under the heading. The first column lists the kinds of products students might write to accomplish each purpose. The second column on the chart presents the focus skills which students will need in order to write each product. Not all skills are listed; only those of particular importance to the specific product are included. For example, the use of appropriate transitions applies to all types of writing but is especially important in narrative and expository forms of writing. Other skills such as the use of sentence variety, accurate use of verb tenses, and correct and effective use of mechanics have not been included because they apply to every kind of writing. The Focus Skills column can also serve as a checklist for evaluation by the teacher, a peer, or the student writer. The third column serves to explain, extend, or otherwise provide additional information about the purpose, product or skills. These comments are addressed to the teacher as possible instructional aids.

Because of the wide variation in individual abilities and backgrounds, the expectations are grouped in levels and not expressed grade by grade. For example, in Level I, grades K-3, it is possible within a second-grade class to have students who are not ready to do more than relate a personal experience orally, and also students who are able to write a complete paragraph explaining in logical sequence how to play a game or how to make a paper airplane. On Level II, the intermediate level, one student's paragraph may consist of a single topic sentence with two or three sentences of supporting details, and in the same classroom, another student's paragraph may consist of a complex topic sentence and a variety of supporting sentences with a more sophisticated vocabulary and greater elaboration of details.

However, by the end of the third grade, most student should have had experiences in writing for all the purposes and in all the forms listed in Level I. By the end of sixth grade, most students should have had experience in writing for all the purposes and in all the forms listed in Level II, and so forth in Levels III and IV. Since there will be some students who cannot complete all of the expectations listed, teachers should adapt the curricular accordingly.

The products presented at the various levels and for the various purposes are intended only as a starting point or guide. They are not rank-ordered and should not be considered all inclusive nor exclusive. They show the forms of writing through which students may achieve desired purposes. Most of the products require the development of increasingly sophisticated writing skills or include more complex focus skills as they progress from K to 12. The journal, for example, appears at each level but requires more of the writer at the 10-12 level than of the writer at the 4-6 level.

Teachers are encouraged to expand the list of products by mixing the purposes and products presented; e.g., have students write a narrative poem instead of a poem with a fixed form. Additionally, teachers are encouraged to extend products beyond a level; e.g., the myth suggested for Level III (7-9) could also be a product at Level IV (10-12), but at this level it would require an explanation of a "concept" or some other abstraction. Merely repeating the product at a higher level without requiring more skills of thinking or writing becomes busy work and denies students the opportunity to grow.

One way districts or individuals may wish to develop the curriculum further is to decide which writing tasks and focus skills will be introduced at what grade and to agree on the criteria for achievement. For examples of criteria to use in establishing a standard of excellence, see Appendix H for the criteria used to score the Writing Test for New York State Elementary Schools, and Appendix I for criteria used to score the Preliminary Competency Test in Writing at Grades 8 or 9, and the Regents Competency Test in Writing at Grade 11. The material in this manual may also serve as a basis for further development or refinement of a district writing program.

Organizing the Classroom for Writing

TIME MANAGEMENT

The composing process takes time. Prewriting takes time. (Donald Murray once said that for him prewriting is 80 percent of the composing process!) Drafting takes time. Revising takes time. Therefore, teachers need to *make* time for writing, not *find* time. Teachers and students must accept this fact and not expect to proceed from first draft to final copy in a single class period or a single day. Since the composing process is recursive, a number of class periods will be needed for a final product to emerge. How can time be provided for the composing process with everything else that has to be done? The answer lies in understanding how to use time more effectively.

One of the best ways to use time more effectively is to avoid workbook activities and exercises which have little transfer to writing. Instead, provide students with the opportunity to generate whole pieces of meaningful text; i.e., writing that has a real purpose and audience.

Time is used more efficiently when writing becomes a learning tool to achieve instructional goals and objectives in all the content areas. Before a lesson, ask students to write down what they already know about a subject. This provides diagnostic information which can be used to tailor the lesson for a group or a class and also to introduce the lesson or topic. Similarly, asking students to summarize part or all of the lesson is a good way to determine the effectiveness of the lesson. Such a summary will also fix the major points of the lesson in the minds of the students. Writing can be a highly useful learning tool.

No one writes merely for the sake of going through the process. Therefore, writing should not be viewed as an end, that is, something one learns how to do and then it is "done." Writers write to discover meaning, to clarify thinking, and to communicate ideas. By integrating writing as a learning tool in all aspects of the curriculum, the teacher makes maximum use of time.

CLASSROOM ENVIRONMENT

Creating a positive classroom environment is essential not only to teaching the composing process but to saving time in the long run by helping students develop as independent writers. The classroom environment in

itself can be motivational and helpful to students and time-saving for teachers. Motivational activities within the environment take time initially but save time eventually in achieving the objectives of the program.

The classroom itself can be a good learning tool. The teacher can:

- Post expectations for the current writing assignment
- Display checklists for revising and editing
- Post a chart of the stages of the writing process
- Create word bank mobiles
- Exhibit the finished writing on bulletin boards
- Maintain a library of student-created books
- Establish a writing center

Writing Center

The teacher can highlight the importance of writing by establishing a writing center—a part of the room devoted primarily to writing. Students may use the writing center whenever they have time. Here can be kept:

- Work-in-Progress Folders
- Finished Product Folders
- Word banks
- Vocabulary cards
- Poems
- Tapes of old radio programs
- Skill sheets
- Mystery Box containing student-generated story starters, pictures, content area topics, etc. that stimulate writing
- Dictionaries and thesauruses
- Newspapers
- Typewriter
- Paper of various types and sizes
- A variety of writing implements
- Scissors, paste, and tape
- Material for making books
- Any adapted equipment required by students for writing

Establishing a writing center will help the students understand the importance and joy of writing. This center is also an excellent place to hold individual writing conferences.

Writing Folders

There are three kinds of writing folders that seem to work very well for students and teachers:

- *Work-in-Progress Folder* – In these folders, students keep all the work they have done in the pre-writing, writing, and post-writing stages of the current writing assignment. Whenever they have free time, students go to these folders and work on the assignment. This allows the students a degree of independence and permits them to take advantage of a sudden inspiration.

A list of writing topics can be stapled in the front of the Work-in-Progress Folder. Early in the year, have the students brainstorm for subjects that they know something about and about which they would like to tell the class. This kind of brainstorming can be done periodically throughout the year to renew the list. Each student makes his or her own list from the topics generated, and throughout the year the student can choose from these topics, select a form, and write.

- *Finished Product Folder* – Students enjoy accumulating and keeping their work; they also enjoy seeing the progress they have made and the different kinds of writing they have done. These folders

should be given to the students at the end of the year.

The finished product should be stapled on top of all the other sheets of paper used in the production of that piece of writing (the prewriting, the drafting, the revising, and the editing sheets). This will give students a sense of accomplishment, reinforce the stages of the writing process, and remind students that all stages of the process are important in producing a publishable work.

- *Cumulative Folder* – A folder that can be sent with the student to the next grade level provides both students and teachers with a historical reference point. In these folders should be pieces of writing that demonstrate both the strengths and weaknesses of the student's writing. The teacher may choose some, but the student should also be allowed to select representative pieces. Four to five pieces should be selected each year. Also included may be a Writing Product Analysis Sheet which will identify the areas in which the student received instruction for improvement (see Appendix J). In addition to samples of the writing products, teachers may wish to include an analysis of the student's writing process (see Appendix K).

Grouping Techniques

Grouping a class in various configurations as needs and interests dictate is an important teaching tool and a rewarding learning activity. For years, teachers have been grouping for reading; its efficacy there is well established. Grouping for the writing process can be equally effective if based on the needs of students.

To use grouping techniques successfully the teacher and students need to:

- **Understand the Writing Process**

Prewriting, drafting, revising, and editing should be understood and practiced in the large group setting before being attempted in small groups. Once the students understand the concepts and the process, they will be able to work effectively in groups where each student's ideas will receive more attention and each student will be required to participate more actively.

- **Practice Working in Groups**

Teachers and students will need practice to develop the skill of working in groups. Activities at first should be short; for example, brainstorming the things the students do before coming to school. The teacher will need to direct carefully the activities of the groups; for example, the same writing sample may be given to each group to edit. Then the teacher may project the sample on the overhead and the groups can compare their thoroughness in editing. Grouping patterns and techniques must be started early in the school year to precede the natural evolution of groups and cliques and to allow the maximum amount of time to experiment with and provide experience in grouping techniques and patterns.

- **Remember that Grouping is Flexible**

Unlike some other established grouping procedures, grouping for the writing process should be flexible and fluid. For one stage the student may work with one group, for the next stage with one other student, for the next stage with still another group. The variety of skills and ideas to which the students are exposed will broaden their experience and improve their thinking and writing.

WHY GROUP

Before grouping for an activity, determine the objectives. Once they are clear, the purposes and benefits of grouping should be discussed with the class. Some of these purposes are:

- To develop self-confidence in writing ability
- To solve writing problems with peers ("I can't think of anything to write." "Do you have a better word?")
- To develop listening skills: students share the opportunity to listen and critique as others present their writing
- To develop social skills: students learn to accept and to give constructive criticism of their work and that of others
- To develop thinking and problem solving skills

WHAT TO CONSIDER

- **Explain the grouping plan.** Students should understand clearly the purposes for grouping. The idea of helpful cooperation rather than destructive criticism should always be the goal.
- **Define the task.** Students should understand the task they will be assigned to complete. A specific assignment for the group is essential; unstructured groups tend to be unproductive.
- **Set a realistic time frame.**
- **Monitor.** The teacher should circulate, checking to be sure that students are on task, modifying the time limit if needed, clarifying the task, and giving positive reinforcement.
- **Establish an appropriate room arrangement.** The set-up of the room will vary according to the size of the group, the purpose, and the furnishings available.
- **Evaluate the process.** How well did the grouping work? Discuss with the class the strengths and weaknesses of using each type of group pattern.

Remember that the group process may not succeed at first. Working in a group is a skill; it must be learned over time like any other skill.

HOW TO GROUP

Grouping may be based on:

- *Interest.* Students will have a choice of topics under limits set by the teacher; for example, basketball, horses, skating, etc.
- *Instructional need.* Based on teacher diagnosis, a group may be formed for a specific writing task, or for work on a particular needed skill.
- *Ability.* Students can be grouped heterogeneously or homogeneously. Students with handicapping conditions should be grouped appropriately with their nonhandicapped peers.
- *Fresh approach.* The grouping plan should be varied frequently to maintain a fresh approach to the writing tasks. For example, group by color of socks, height, favorite food.
- *Choice.* The group affiliation is determined by the students.

WHEN TO GROUP

Grouping can be done in all stages of the writing process; it gives each student a greater opportunity to par-

ticipate in offering suggestions and ideas and to receive immediate feedback and assistance.

- *Prewriting* – the students can generate ideas, supporting details, vocabulary, etc. They may also clarify, expand, sequence, or confirm by discussion with their peers.
- *Drafting* – students may work together to develop a first draft.
- *Revising* – students have an opportunity to share ideas and their writing before composing the final draft; they can check for sentence sequence, supporting details, format, extraneous details, varied language.
- *Editing* – the student can check and correct spelling, punctuation, capitalization and other problems in mechanics. These errors are more obvious when the first draft is read aloud or by another student.
- *Publishing* – finished products can be selected by the group for a display on a bulletin board, a group anthology, selections to be read on the public address system or submitted to the school newsletter.

Correct and Effective Use of Written Language

The aim of language instruction should be to develop students' facility in the use of standard spoken and written language. Students need to realize, however, that written language is not merely spoken language put down on paper. Students must be made aware that written language requires the use of correct grammar, spelling, punctuation, capitalization, and handwriting/transcription in order for the communication to be both correct and effective. When students recognize that communication is the purpose, correctness becomes the necessary adjunct to making that purpose clear and the communication effective.

GRAMMAR

Agreeing on a Definition

Grammar may be defined as the study of classes of words, and their inflections, functions, and relations in the sentence. Grammar may also be defined as the study of what is to be preferred and what avoided in usage. Both aspects of grammar are important; however, "what is to be preferred and what avoided" in relation to the student's own writing is more important than grammar in the more formal aspect.

Teaching Grammar is Not the Same as Teaching Writing

Research by Graves, Bissex, and Calkins has shown that young children can and do communicate effectively in writing without ever having studied the rules of grammar. That is, young children come to school with an intuitive, oral-based grammar. When intuitive grammar fails because it does not adhere to standard conventions or does not convey meaning clearly, the teacher needs to work with the student and the student's own text in order to make the meaning clear and the grammatical usage acceptable. Therefore, knowledge of grammatical usage is ultimately both intuitive and based on instruction.

For many years, researchers and teachers of writing have pointed out that there is little connection between the study of formal grammar in isolation (as in the first definition above) and the improvement of composition skills.

In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even a harmful effect on improvement in writing (Lloyd-Jones, Braddock, and Schoer cited in Hartwell, 1985).

At the time of this writing, there is no evidence anywhere that the study of grammar . . . fosters correctness and syntactic maturity in a fashion superior to far less time-consuming, more joyous, informal, creative, and naturalistic procedures (Lundsteen, 1976).

Grammar does not exist outside the sentence. Moreover, sentences rarely exist in isolation from other sentences, except in textbook and workbook exercises. The most meaningful context for studying grammar inductively is extended language-in-use (for some purpose, for some intended audience, in some situation). The student's own writing is one such excellent context (Fraser and Hodson, 1978).

Formal, deductive grammar instruction is abstract in nature and generally inappropriate for students in the elementary grades; children at this level are still in what Piaget has referred to as the "concrete operations" stage and most of them are unable to deal with abstract concepts. At all levels, in order for instruction to be meaningful, it should be inductive and given in the context of the student's own writing. Judgments about what is "to be preferred and what avoided" can be made more readily in the context of the student's own writing, where it has real significance for the student, than in the context of a workbook exercise.

How Should Grammatical Usage Be Taught?

Whenever possible, students should be led to an understanding of grammatical principles by inductive means through a variety of activities. Consider some of the following suggestions for teaching grammatical usage:

- Give mini-lessons with small groups having similar needs.
- Use the overhead projector to display for class discussion typed examples of student writing showing

specific usage problems. Exemplary papers should also be shown to the class.

- When students reveal problems with sentence structure, give them practice in expanding sentences from base parts. (Dogs bark. Students study.) By first practicing sentence expansion, students will be better able to recognize subjects and predicates and to realize that a sentence is a structure, not just a string of words (Shaughnessy, 1977).
- Give students practice in combining sentences so that they will understand how to connect, equate, subordinate, or contrast ideas.

Emphasis in instruction should always make clear that correctness is important in order to make meaning clear and to facilitate the reader's understanding of the writing. The text, whenever possible, should be the student's own writing. Rules should be taught only after a concept has been illustrated, explained, and practiced by the students. Rules should *proceed* from instruction and not *precede* it.

When Should Grammatical Usage Be Taught?

Grammar in the sense of what is to be preferred and what avoided enters into the composing process in several ways. First, in the prewriting stage, the writer must decide on the appropriate level of diction for the purpose and audience. What is to be preferred in an editorial, for example, may differ greatly from what is to be preferred in a letter to a friend, or in a short story or skit. During the revision stage, the writer must, for the sake of clarity, use words accurately and, for the sake of style, use sentences of varied types and lengths. During the editing stage, the writer must check for aspects such as subject-verb agreement, correct pronoun reference, and complete sentences. Some exercises used as prewriting or postwriting activities, such as sentence combining, slotting words into sentences, and expanding sentences, increase the students' understanding of sentence structure at the same time that they help improve the students' writing. Grammar needs to be taught—but it needs to be taught as part of the writing process, not instead of it.

SPELLING

Research offers several insights which may help to guide spelling instruction and which allow us to view spelling as a facilitator, rather than merely one of the products of the writing process.

Research Findings

- The English spelling system is both logical and systematic. Since there are only 26 graphemes (letters with which to represent about 44 phonemes (sounds), it is obvious that English is not based strictly on a one-to-one correspondence. Yet, a number of studies have shown that the majority of words can be spelled correctly if a knowledge of sound-symbol rules is combined with knowledge of the constraints within which those rules operate. Such constraints include the effects of position and stress, the probability of one letter following another, the relationship between derived forms and their roots, and knowledge of word origins.
- Studies of errors by beginning spellers reveal that those students employ a consistent and efficient spelling system of their own. They frequently use a letter name to represent its own sound, as in *yl* for *while*. They omit nasals before consonants, as in *wuts* for *once* or *elefet* for *elephant*. Later on they will match vowel sounds with the vowel name that is articulated at the same point in the mouth (for example, *i* for */o/*, as in *diktr* for *doctor*). In fact, preschoolers' use of the plural *s* even for words whose ending sound is */z/* suggests that beginning spellers are prepared to find an abstract system, and not one in which every sound is represented by a different letter.
- Studies in process writing have demonstrated that children can write before they can read. By encouraging children to record whatever sounds they hear in a word ("invented spelling"), the teacher is not restricting them to what they know, but rather fostering experimentation and risk-taking. Children are freed to go about the business of conveying meaning, leaving the "fix-up" strategies for the revising and editing stages.
- Numerous studies of words written by children and adults reveal that sixty percent of all words written are among the corpus of the 100 most frequently used words. Not surprisingly, the majority of misspellings are also made on those words.
- Research on instructional practices reveals that children are more likely to spell correctly when the spelling words are used in their own writing. In contrast, the most common spelling assignment involves copying spelling words from workbook pages.

Implications

Taken together, this view from research suggests the following implications for instruction:

- Spelling instruction should occur within the context of a regular writing program. Most students will learn to spell when they have a reason for wanting someone else to read their work.
- Spelling should be addressed differently at different stages of the composing process. In prewriting, students use high frequency words displayed in the classroom, words generated during brainstorming, and their developing knowledge of sound/symbol correspondence to "get it down." Students may circle uncertain spellings as a reminder for later attention. During the revision stage, students may get spelling help from peers, teacher conferences, dictionaries, personal spelling lists, or by consulting published books on their topic. In the editing stage, remaining errors could be corrected by the student or an editing committee. Before publishing, errors may be corrected by the teacher if the student has not yet acquired the ability.
- Spelling errors should be analyzed for recurring patterns. Misspellings may reflect naive, but developmentally logical strategies. They may suggest problems with pronunciation, with failure to use appropriate sound-to-symbol correspondence, with the application of basic spelling rules, or with conventions which preserve patterns or meaning relationships. The list of common spelling errors found in Appendix L suggests the range of spelling errors which should be considered when planning for instruction.
- Time should be allotted for instruction and review. The spelling curriculum should include both formal and informal opportunities for students to learn writing system characteristics, historical influences, morphology, word origins, writing conventions and dictionary usage. These opportunities need not be limited to language arts classes. Content area teachers need to be responsible for vocabulary and spelling instruction in their subjects. The teacher who notes the relationship between *revolutionary*, *revolve*, and *voluble* not only clarifies the spelling of the second syllable of *revolution* but also strengthens the concept as well.
- Spelling lists for instruction should include words that are used most frequently by the learners. These are words for which students request correct spelling, the ones they most frequently misspell, and the ones the teacher knows will be needed.
- Students should be encouraged to develop a spelling consciousness; i.e., the ability to recognize correct spellings. They should be aware of probable and improbable letter combinations and meaning clues to

spelling; e.g., magic-magician. Students should also be encouraged to devise their own memory aids for personal spelling "demons." Probably the greatest aid to developing a spelling consciousness is a curriculum which includes frequent writing, thereby creating many opportunities for using words and many opportunities for evaluating their accuracy.

PUNCTUATION

When people speak, they use not only words, but also facial expressions, body language, vocal inflections, pauses, and changes in volume and pitch to help convey their meaning. Punctuation is a system for transcribing these clues of oral expression into meaningful written expression.

Control of punctuation is essential to control of meaning. As Shaughnessy states, "... the process whereby writers *mark* sentences is related to the process whereby they *make* them." Students who are given opportunities to write often and to share their writing become aware of the need for some method of conveying certain aspects of spoken language in their writing. Calkins compared two groups of third-grade students. One group (writers) learned punctuation through their writing; the other group (nonwriters) was taught by the traditional method of punctuation exercises. The writers knew and used many more types of punctuation because they needed them in their writing. "Forty-seven percent of the explanations *writers* gave referred to the way punctuation affects the pace and inflection of language." The nonwriters recognized fewer marks of punctuation and described their use by referring to rules they had been taught.

Shaughnessy suggests that "the study of punctuation ought not to begin with the marks themselves but with the structures that elicit these marks." Thus, control over punctuation becomes not the abstract skill of remembering rules but an understanding of the purpose of the specific marks in the context of the writing. By increasing the student's opportunities to write and by encouraging writing in a wide variety of forms for a wide variety of purposes for real readers, the teacher provides the student with meaningful opportunities to communicate. Through the need to communicate clearly and effectively, students become more aware of the punctuation that makes such clarity possible. Instruction, therefore, should focus on the purpose of the punctuation in clarifying the writer's intent.

Some uses of punctuation are purely conventional and some uses convey meaning. The use of a colon and periods to express time (9:00 p.m.) is purely conventional. On

the other hand, the use of a colon to indicate that a list follows, conveys meaning. Conventional uses of punctuation can be taught and demonstrated using posters, charts, models, etc. Meaning-bearing punctuation needs to be taught from the perspective of "What do I want to say? Which mark of punctuation most nearly conveys what I want to say?"

In teaching meaning-bearing punctuation, begin with the concept that marks of punctuation are signals that show the writer's intent. Rather than grouping all the uses of a period and then teaching them from the perspective of "The uses of the period are . . .," guide the students into asking themselves questions related to meaning.

Using a sample of unpunctuated student writing projected from a transparency, the teacher can model with the students the kinds of questions to ask in order to determine appropriate punctuation. For example: "How can I show that at this point I'm excited about what's happening?" "How can I show which words were actually spoken by someone?" "How can I let the reader know when to pause briefly?" This kind of modeling helps students recognize the connection between the writer's intention and the selection of appropriate signals (punctuation marks) to convey that intention.

CAPITALIZATION

Capitalization is used for written communication only, and its purpose is to highlight words to indicate their "specialness." It is a convention; i.e., a widely used and accepted device or technique. Since capitalization is a convention, it should be taught as such.

In some cases, "the beginning writer's difficulties with capitalization do not show up in the omission of capitals where convention calls for them but rather in a superfluity of capitals in unexpected places." (Shaughnessy) The number of situations in which capital letters are required is actually quite limited. In general, students can be guided to understand that the use of a capital letter, except in the case of the first word in a sentence, is intended to show some element of uniqueness: only one Golden Gate Bridge, one New York City, one Abraham Lincoln. Not all errors in capitalization are due to lack of knowledge of conventions. Shaughnessy suggests that some errors have their origins in handwriting problems.

Instruction in capitalization should take place in the context of the student's own work. Whenever possible, instruction should be inductive in nature; e.g., students might be asked to identify examples of capitalized words and to explain the reason for the capitalization. In the elementary grades, posters which illustrate examples of correct capitalization should be prominently displayed.

Students can be asked to make their own posters, grouping proper nouns and adjectives appropriately according to whether they name persons, places, or things. Students at all levels should have available such resources as writer's handbooks, grammar texts or individual guides reflecting the students' own areas of needed attention. Like the other accepted conventions of written English, capitalization is intended to facilitate the reader's understanding of the writer's intent by providing a common basis for transcribing the message.

HANDWRITING

The purpose for teaching handwriting, whether manuscript or cursive, is to provide students with a means to transcribe their ideas. Those students who, because of a disability, cannot effectively use handwriting to communicate, still need to develop a means to transcribe ideas through the use of keyboards or other specialized equipment such as communication boards and Braille writers.

Handwriting can be personal and distinctive, yet still be legible. To this end, instruction in the early grades should focus on how each letter is formed and how letters are connected. The objective should always be legibility and neatness in order to facilitate communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line.

Students' awareness of the importance of legibility can be heightened through group and individual activities. For example, a few handwriting samples can be viewed on overhead transparencies by the class and discussed in terms of specific criteria which contribute to legibility, such as those noted in the checklist on page 25 (Smith and Dahl, 1964).

This same checklist can then be used by students to evaluate samples of their own writing. The samples selected should be from final copies of materials intended by the students to be read by others. Students should exchange samples with each other, evaluate them, compare and discuss results. Each student should then prepare his or her own checklist of features which need attention in order to improve legibility. Teachers can emphasize the importance of legibility by returning illegible or sloppy papers; however, a checklist indicating guidelines for making the papers acceptable should be attached. Cumulative composition folders containing samples collected over a period of time also help the student to see his or her progress in handwriting and can provide motivation for continued improvement.

Students at all levels should be reminded that good handwriting is a courtesy to the reader and their efforts to improve the legibility of their handwriting should be praised. However, teachers should not place so much emphasis on handwriting that the student's laborious attempts at perfection inhibit the communication of ideas.

LOOKING AT ERRORS

Teachers need to keep in mind a different perspective on "error." Errors can provide a wealth of information. A student's errors should be examined as clues that can give the teacher insight into the thinking process or circumstances that caused the errors, and can provide a better understanding of how to redirect the student. Errors should be looked upon as steps in the learning process from which both teacher and student can learn.

Legibility Checklist

	Yes	No
1. Are open letters readily distinguished from closed letters? For example: <i>e-i, l-t, cl-d</i> .	_____	_____
2. Are <i>r, m, n, u, v, w</i> clearly distinguishable?	_____	_____
3. Do the tall letters consistently stand out above the short letters?	_____	_____
4. Are <i>a-e, g-q-p, h-k</i> clearly distinguishable?	_____	_____
5. Is there an adequate space between words?	_____	_____
6. Is it easy to see where one sentence ends and the next begins?	_____	_____
7. Overall, is the writing easy to read?	_____	_____

Because much of students' writing could relate to other subjects, you need not feel pressure to restrict the teaching of writing to the time you now spend solely on language arts activities. Even in the early grades, where so much time is spent on sound and letter correspondences and on word recognition, the writing process is a potent teaching tool. Teachers who use the writing process report rapid growth in beginning reading skills (see Question 8).

I'm convinced! How do I begin?

11. Can you give me a brief overview of the steps I follow teaching writing this way?

Steps	Purpose	Activities
1. Prewriting	Find and select topics. Begin to decide what you want your audience to think and feel	Talk to self and others both peers and experts Engage in or react to experiences in daily life Literature, drama, music, visual arts, science, social studies, and physical activities
2. Drafting	Get information on paper Explore possibilities as you go	Write rapidly. Use invented spelling, blanks, cross-outs, abbreviations as needed
3. Revising	Make the draft more informative, clearer, more orderly. Make word choices and sentence structure more precise vivid, pleasing to the ear	Talk to self and others, both peers and the teacher. Add, cut, reorder
4. Proofreading	Clean up mechanical errors. Check for grammatical correctness	Talk to self and others both peers and the teacher. Consult reference material as needed
5. Sharing	Share finished work with an audience	Read aloud. Publish

12. What do I do on the first day? Then what?

You can introduce the writing process in various ways. Some teachers begin by telling students that they are going to try something new. They explain what they have learned about the process and why they want to try it, and they invite students to explore these new ideas with them. With or without a prelude, teachers in grades K through 8 report success with at least three different approaches. The lesson sequence below starts with brainstorming for subjects stored in our memories. The stimulus for these activities was "Survive Day One," Chapter 2, in Donald Graves, *Writing: Teachers and Children at Work*.

Lesson Sequence 1: Memory Search

1. Tell the students that you are going to talk out loud about finding topics to write about. Pretend to be looking at a movie of your life that is running backward (if a movie seems too tame for space-age youngsters, refer to a time-warp approach, in which you instantly transport yourself into the past). Keep running the film backward, looking for personal experiences that will appeal to your students. List and number three or four possible topics. If you don't want to trust to spontaneous discoveries, it's okay to think this step through beforehand. Soon you will feel so comfortable that you won't need to plan your spontaneity!
2. Talk about each topic. Tell what each is about and why it matters to you. Ask which one students would like you to write about. Plan your list so that you can reject one because you can't think of enough to say about it, another because it's too personal to share, or another because you don't feel like thinking about it right now. Write these topics on a list of "Things I Could Write About Sometime."
3. Talk as you make a list of key words and phrases to help you remember your story. Point out that the list doesn't have to make sense to anyone except you, because you are the expert when you write about your own experience.
4. Tell *students* to play the movie or the time-warp game, to list three or four personal stories they could write about, and to talk with a partner about each one, just as you talked to the class. Tell them to choose a topic and to list key words about it. Circulate, looking at the chosen topics. Acknowledging them, however briefly ("You took your dog to obedience school?" "You must have worked hard to earn your swimmer's badge."), is the quickest way to signal that you value what students value. It will also help convince them that, from the outset, they are to be in charge of their writing. (Get at least this far on Day One.)
5. Write a draft on *your* topic, and talk as you push yourself to get things down. Stress that you aren't worried about your handwriting because your head works faster than your hand. You are just trying to write well enough to be able to read what you've written. If you are not fortunate enough to be able to misspell naturally, or to have a hard time coming up with precise words and phrases, or to have difficulty constructing or

punctuating a sentence, pretend to have these problems. The point is to show that it's okay to be messy, to guess at spelling, to leave blanks, to cross things out, and to stick things in, because when we write a draft, we're trying to get down information that we can look at later. (If you can get this far on Day One, fine.)

6. Tell *students* to write a draft. Remind them of the purpose of drafting.
7. Read *your* draft to the class. Point to a part you like. Be specific. Read that part—a sentence or two, a phrase that does a good job of showing instead of telling. Ask students if there's any part that *they* like. Fish for one or two specific comments, and explain that it feels good to hear what your audience likes. Ask if there are parts that you might make better or tell more about. (See to it that there are such parts!) Talk about how you might change things—concentrating on what to add, cut, move around—and show how you can use arrows, numbered additions at the end, or crossing out to make these changes. In short, model the revision process. Do not accept suggestions for proofreading corrections. If students point out a misspelled word, tell them that you will correct that in the next stage. Allow fifteen to twenty minutes for this activity.
8. Show students the Praise-Question-Suggest (PQS) method for talking with a writer. As Donald Graves put it, "receive" students' writing.
 - Ask a student to volunteer to read his or her draft to you in front of the class. (Sit next to, not across from, the student, and keep your eyes off the paper!)
 - Thank the student for sharing.
 - Repeat in the writer's own words what was read. (Writers need to hear their own thoughts.)
 - *Praise:* Give at least one specific, honest comment. (You can also ask the writer and other students to cite specific parts or features they like best. Two or three positive comments will do.)
 - *Question:* Ask a question that will elicit a clearer idea, picture, or feeling. If organization is muddled, ask what the writer can do to make the piece easier for readers to follow. (Be sure to leave the writer in charge of the writing by asking open questions—see Question 23.)
 - *Suggest:* Propose one thing the writer can do next, preferably something the writer or classmates have suggested. Allow ten or fifteen minutes for this activity.
 - Repeat these PQS demonstrations until you feel that students understand how to talk with each other in pairs or groups.
9. As students revise their papers, first for information, clarity, and order, then for mechanics and usage, continue to model the kind of talk that helps writers focus on one problem at a time. In this fashion, you can take them through revisions, proofreading, and preparing a final copy for sharing.

The first time you work through this sequence, try to complete all steps within five to seven writing periods. Once students see results, they will be more highly motivated to begin a new sequence. (Two more lesson sequences may be found in Part 3.)

13. What opportunities are there to teach my whole class at the same time?

Whole class instruction is not only possible but often preferable. It is an efficient and effective way to present new information and to model skills that small groups or pairs will handle later by themselves.

Use whole-class instruction

- when you introduce a new prewriting activity, like interviewing, or a new skill, like writing good beginnings or endings
- when you discover that the whole class needs a lesson in mechanics, like the use of capitals for proper names or the formation of possessives
- when you want to give everyone essential information, such as the spelling of key words for a report (*Monarch butterfly, chrysalis, pupa*) or how to set up a title page
- when you want to involve students in solving problems or setting up procedures, such as what to do when a writer gets stuck, how best to manage writing conferences, what rules to follow during writing time
- when you want the whole class to listen to a student's writing or to a story you read as a prewriting activity

Because teaching the writing process keeps you in close touch with each student's needs, it is a powerful means of identifying when it is most profitable to teach specific lessons to all students at the same time.

If you prefer to keep your entire class together through the writing process, try the following schedule, and adapt it to the needs of your class as you go along:

- Day 1: Use one or more prewriting activities to help each student generate a list of topics.
- Day 2: Students choose one topic and write a first draft. First drafts can be taken home for more work.
- Day 3: Students read first drafts to a peer, discuss them, and revise.
- Day 4: Students do more reading aloud, perhaps to you at this point, and more revising.

Day 5: Students proofread, individually or in pairs.

Day 6: Students make final copies.

14. Do I need any special supplies?

Not really, but it is useful to have these supplies on hand:

- lined and unlined paper in several colors and sizes, including *used* pages for first drafts
- empty booklets, in various sizes, of four or more stapled pages
- scissors and staplers
- magazines, picture books, and popular children's books
- photograph and picture files
- date stamp and ink pad
- folders, preferably with pockets, for each student's current writing
- library pockets and checkout cards for finished pieces

Special supplies for making students' finished work appealing are suggested in Question 30.

15. Where do I find ideas for my students' prewriting activities?

In your head and theirs! What you need is not an encyclopedia of activities, but strategies for tapping into all kinds of experiences—everyday and extraordinary, past and present, active and reactive—and all subject areas—science, literature, social studies, drama, music, the visual arts, physical and recreational activities.

Prewriting activities should help students to do three things: (1) find topics and begin collecting information, (2) select topics with audience appeal, and (3) get a feeling for their purpose. (Do I want to express my feelings? describe? explain? persuade? tell a story? be poetic?)

Here are some prewriting strategies that have worked for other teachers. (See also the sample Composition Planning Form in Part 3.)

- **Drawing** This technique is especially effective with preschool and primary children and with others for whom writing and reading are difficult. Susan Bridge (1982) suggests four ways to talk with such students:
 1. Ask "what" and "why" questions to elicit what their drawing is about, how they feel about the experience they are depicting, and what they plan to do next to their drawing.
 2. Get students to talk about their experiences and their feelings and then to expand their drawings to show those feelings.

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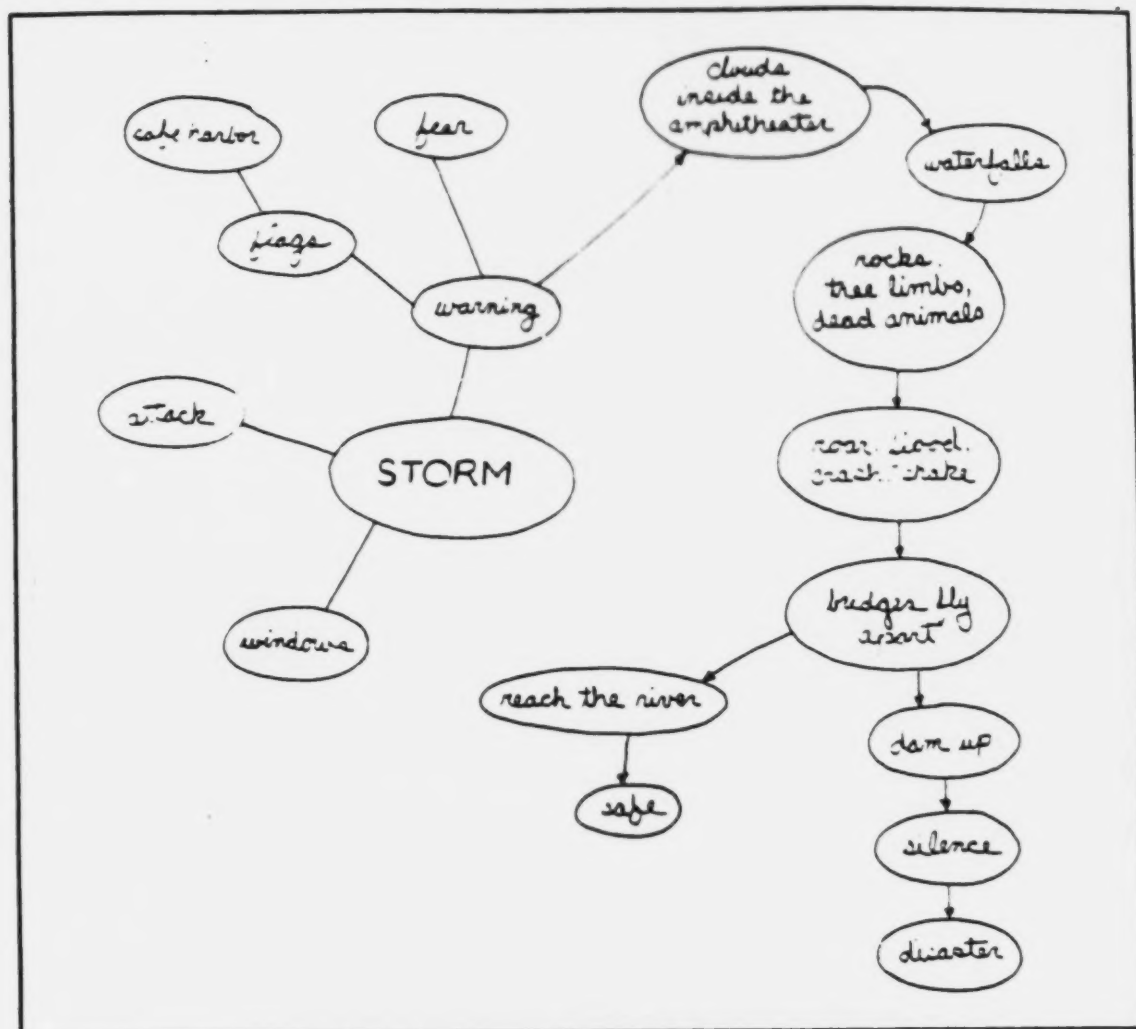
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2. Get students to talk about their experiences and their feelings and then to expand their drawings to show those feelings.

3. Help students to find one element in their drawing that they care about. Focus talk on this one element to help them find a place to begin.
 4. Ask questions to help students expand the content of their drawing. Eventually, students who learn to add details to their drawing transfer this way of thinking to their writing.
- **Memory Searches** Play variations of the movie game or the time-warp game described in Question 12. Have students search for scenes that show them observing, that show them in action. Have them search for happenings that involve other people—peers, younger or older persons, friends, relatives, strangers. Have them search for places, events, or moods—times of joy, sadness, challenge.
 - **Brainstorming** Teach children to do this in groups and by themselves. Vary the format. Initiate free-association sessions with a word, phrase, picture, or object. Use stimuli from other subjects as starters—prehistoric animals, inventors, tyrants, heroes. One teacher used the contents of students' pockets. One week the "pocket dump" produced interest in baseball cards and marbles; another week in ladybugs, knives, and frogs; yet another in pesos, badges, and slingshots. Tape some of these sessions or appoint a scribe to record ideas. Sometimes have students practice their listening skills and sometimes let them take notes.
 - **Free Writing** Encourage stream-of-consciousness writing. Tell students to push their pencils without stopping. If they get stuck, tell them to write the same thing over and over until they get unstuck. Keep these sessions short and intense.
 - **Journal Writing** Suggest various kinds of entries.
 - observations
 - overheard conversations or phone calls
 - passages from newspapers, magazines, or books
 - notes to oneself
 - mood pieces
 - reactions to music, TV, movies, paintings, athletic contests
 - descriptions
 - lists of things seen or heard or felt
 - word associations
 - titles
 - endings
 - names for characters
 - settings
 - **Webbing Mapping Clustering** Webs, or semantic maps, are visual devices that stimulate the discovery and organization of ideas, impressions, feelings. They begin with a central word or short phrase and flower as associations spill into the mind. In just a few moments, the writer has a visual record of uniquely meaningful connections. On the next page, for example, is a web that began with the word *storm*.



The writer wrote *STORM* in the middle of the page, circled it, and then let associations flow. Working outward, she wrote and circled words, connecting some with lines, others with arrows that seemed to "go" or "point" somewhere. At first she wrote *attack*, then *windows*, then *warning*, which triggered *flugs* (storm warnings on a lake) and *fear*. Suddenly, *warning* stimulated another image: *clouds inside the amphitheater*. From here, her mind "took off." A series of related images, indicated by the arrows, flew into her mind. Without deliberate thought, she had found her topic: the time a flood had burst down the mountainside in her tiny Colorado town. Using only those words from the map that referred to this event, she was ready to write her first draft.

You can encourage your class to use mapping by showing this example, or better yet, by creating one for students before asking them to do their own.

- **Cubing** This refers to writing the following instructions (or six of your own) on each side of a cube (see Samuels, Tyson, and Perry 1983).

1. Describe it. (What do you see?)
2. Compare it. (What is it like? What is it different from?)
3. Associate it. (What connections between this and something else come to mind?)
4. Analyze it. (What parts does it have? Invent, if you don't know.)
5. Apply it. (What could you do with it? How could you use it?)
6. Argue for or against it. (You don't have to be serious.)

Tell students to work rapidly. They can write, list, or map. Switch the cube every three to five minutes to expose a new direction.

Vary the instructions on the cube to suit the kind of writing students are doing. A description, for example, would require different questions from a story.

- **Sharing Writing** During the talk that occurs throughout the writing process, students pick up all sorts of ideas for topics and ways to write about them. From time to time, ask students to share these discoveries, and remind them to enter their ideas on a list of future topics.

- **"Going with the Flow"** Seize upon chance events—the arrival of a hot air balloon, an accident on the playground, a spring snowstorm, the death of a pet, the birth of a baby.

One teacher, ending a lesson in map reading or social studies, asked students to describe how they would get to any one of the places they had found and what they would do once they got there.

Another, starting a science unit on life cycles, told students to make entries in class logs placed next to the gerbil's cage, the aquarium, and the greenhouse. Under the heading "Things I saw today that are the same as—or different from—what I saw the last time," students entered dated observations that were expanded later on a bulletin board as reports, descriptions, stories, fantasies, and poems.

16. How often should students choose their own topics and types of writing?

"The only answer to 'What do you want me to write?' is 'What do you want to write?'" (Graser 1983, p. 78). It is unrealistic, however, to think that students will try all kinds of writing without guidance. If you design prewriting activities that lead to a particular type of writing (personal narrative, fiction, description, explanation, persuasion, poetry, whatever), you should be especially careful to let students choose their own subjects within that type.

Very young students will probably do a great deal of expressive writing, talking out their inner feelings in personal narratives. You should certainly not discourage this. Start with this kind of writing, and stay with it for several weeks. Older students might be directed to a wider variety of

writing sooner in the school year, but they too should be able to choose their own types of writing as well as their own topics at least half the time.

17. How do I get them to "loosen up" on their first drafts? My students are going to try to make them perfect so they won't have to revise.

- Hand out used computer paper or other used paper to signal that what they write is certainly not going to be final.
- Hand out small pieces of paper and challenge them to fill both sides in their normal handwriting as fast as they can. You might begin with stimulus words or cubing (Question 15).
- Intersperse writing of "real" first drafts with exercises in speed writing. Turn the writing into contests to see how many words or lines students can write in two or three minutes.
- Post examples of other students' drafts and revisions so students see what is in store for *their* first drafts. Post examples of professional writers' revisions too, but not apart from or instead of students' revisions.
- Model the tentativeness of the process yourself.

The first time I placed my soul on the blackboard is clearly etched in my mind. I remember thinking, "Give it all you've got!" Talking constantly to myself while filling up three boards. I felt totally exhausted when I had finished. Later, one of my students remarked to an incoming student, "She's gone crazy today!" But I don't believe I've ever felt such interest and electricity in my room after completing a lesson on writing. Reflection tells me that may have been the strongest ammunition I used all year. (Rita Conners, grade 8)

18. How can I keep students from pestering me and each other about how to spell?

Remind them that the first draft is often called a "rough" draft. It is the opportunity for writing down and exploring their ideas. This step is for *themselves*.

- Make *silence* the rule for the first ten to fifteen minutes of writing time so that writers can concentrate.
- Remind them that their heads work faster than their hands. If they slow down to look up a spelling, they might miss an important idea!
- Discuss the problem with the students. Here are some suggestions from students themselves.

1. Sound out the word as best you can. Guess how it's spelled.

2. If the word is too hard to sound out, guess the first letter and draw a line. Context clues will help you to remember the word later.
 3. Draw a picture or a symbol.
 4. Try to worry only about the words you can look up easily.
- If none of these suggestions work (and for a few children for a relatively short time, they won't), give in. Either select a good speller to give (or guess) needed spelling, or hand students their words on slips of paper so that they can copy them and quickly get back to the job of writing.

19. What will parents—or the principal—say if they see a first draft that is full of errors?

Nothing, if they understand what students are doing and why. Prevention is the best approach. Choose from these simple, straightforward practices.

- Stamp all drafts: I'M WORKING ON THIS! or FIRST DRAFT or BEFORE REVISION or WORK IN PROGRESS!
- Tell the principal what you want to try and why. Share this booklet. Point to resources listed in Part 3.
- Wait until students finish the steps in the writing process. Then show the principal the finished products along with the drafts that led up to them. You might also share your lesson plans.
- Invite the principal to join the class when authors share their work.
- Share students' writing on parents' night or in parent-teacher conferences. Then display what students do during prewriting, drafting, revising, proofreading, and sharing. Let parents browse in the section of your classroom library featuring their children's work.
- Form letters can also work, if you tailor them to the writing your students are doing in *your* classroom. (See the sample Letter to Parents in Part 3.)

In actual practice, problems are few. Administrators and parents are pleased by students' success and will be as delighted as you are with students' growth as writers.

20. How do revising, rewriting, editing, and proofreading differ? Are the distinctions important?

Some people use *revising*, *rewriting*, and *editing* to mean the same thing. Others use *editing* to include both revising and proofreading. The important thing to remember is that rewriting/revising/editing for content is a separate step from proofreading.

In *revising*, students work on focus, on telling enough, on clarity, on order. They add or change information. They play with new beginnings and endings. (See sample student's revision in Part 3.)

In *proofreading*, they work to eliminate distracting flaws in spelling, punctuation, capitalization, word choice, usage, and sentence structure. (See the Proofreading Checklist and Proofreading Marks in Part 3.)

21. What can I do if some students don't want to change anything or don't see anything that needs to be changed?

Get these students to do *something* to their drafts. Tell them to underline the best parts, circle exact words. Give them specific questions to answer that require them to mark their papers: "Number the points in your argument, the examples in your description, the steps in your directions." Once a paper is marked, it no longer *looks* finished.

Teach a short, structured lesson in revision. Use a model paper (not one your students wrote). Select or write a model that requires adding information, crossing out repetitions, and using carets or numbers to reorder.

During sharing times, focus attention on student writers who revise heavily. Ask them to explain how they decided to change something. Children often make clear what we can't!

Submit "perfect" first drafts to a publications committee. Ask each reviewer to write a PQS (Praise-Question-Suggest) response to these drafts: *P*, a specific, positive comment; *Q*, a question about content, organization, style, or mechanics; *S*, a suggestion for the writer to think about.

Give writers a deadline by which they either revise their drafts or lose the chance to publish. The desire to see one's name in print is a strong motivator!

In the beginning, the children were not too interested in revising their drafts. When they said, "I like it the way it is," I had a difficult time questioning them as opposed to telling them what needed to be revised. They were more interested in correcting mechanics than content. Gradually, though, they began to see that content is far more important in the early stages of a draft and that they can polish mechanics before they publish.

During a revision lesson when I told students to change the beginning of a previous draft, almost half of them had difficulty writing a different beginning. After some students shared successful changes, the others saw the difference between a routine beginning and an enticing one, and they were more willing to change their own. As I become more competent at talking with students about their drafts, they will become more competent at revising. (Edna Gentry, grade 6)

22. Exactly what should I do in writing conferences?

Here's what happens in a typical three-to-five minute conference.

- Students read their drafts. You listen.
- You focus on content and order. Mechanics and usage come later, in the proofreading stage. You ask questions that let students tell you what they mean, how they feel, what they like best, what they are having trouble with, what they plan to do next with their writing. The writers do most of the talking. You listen. You keep your mind on what writers say and your pencil off their papers.
- You let students ask you questions. You can show them *how* to solve problems such as combining choppy sentences or cutting deadwood, but you do not do their revision for them.
- You focus on one thing at a time. Students work on a specific problem and quickly see results from the conference and evidence of their own progress. They then feel encouraged to continue with further revisions.
- You follow a predictable routine, even to the extent of asking the same questions to start each conference—so that students become comfortable with you and the procedure. Through practice, they gradually learn to “have a conference with themselves” as well as with partners. (See also the description of the PQS technique in Question 12.)

23. What questions should I ask in a conference?

You should ask questions that only the *writer* can answer. Ask questions that help your students reflect on a piece, expand it, and select or focus their content (Sowers 1982). You will see students’ writing through their eyes and keep *them* responsible for it.

1. **Reflect** Mirror the text. Summarize, paraphrase, or restate it. Tell the writer how the piece made you feel. Encourage students to reflect on the experience (or the information, or the story), to talk about it. Try to get a sense of “what it was really like.” Ask questions like these:
 - What part is most interesting to you?
 - How do/did you feel about this?
 - What feeling do you want your reader to have?
 - Which idea matters most to you?
 - What made you decide to write about this topic?
 - Is this the idea that you wanted me to get?
2. **Expand** While reflecting on a piece, students often supply new information orally. Mirror these additions. Ask questions to elicit more information:
 - That’s interesting—would you like your reader to know about that?
 - Can you tell more about . . .
 - Is that important to add?

3. **Select** After students have learned to identify and expand on what is important to them, they are ready to focus. Once again, reflect the content of the writing.

Phrase questions that relate to *focus* and *order*:

- Which part is *most* important?
- What is your main idea or feeling? Can you point to phrases or sentences that express that?
- Are there parts you could save for another piece of writing?
- Where could this new idea go?
- Did this happen before or after . . .
- Which parts talk about the same thing?
- How might you put these parts together?

Ask questions about *beginnings* and *endings*:

- Does your title *tell* or *hint at* your main idea or feeling?
- Which of three or four titles did your partner like best? Why?
- Can you turn your topic sentence beginning into a more interesting lead?
- Which of these three leads do you like best? Why?
- Do you end with the most important thing you want your readers to know or feel?
- Does your ending repeat what you said in the beginning, or does it say the same thing in a different way? Which kind of ending is better for this piece? Why?
- Would a statement or a question make a better ending for this piece? Why?

Ask questions about *sentences*:

- How many of your sentences begin the same way?
- How else could you start two or three of these sentences?
- Could you break this long sentence into shorter ones?
- How might you combine two or three short sentences?
- What points might you emphasize by using shorter sentences?
- How would changing this statement into a question (or vice versa) affect this part?

Ask about *wording* and *phrasing*:

- Which sentences do the best job of showing, not just telling?
- Where else could you use words that show instead of tell?
- How might you show instead of tell about this feeling, scene?
- Which words in this sentence work hardest to tell or show your reader what you mean or how you feel? Could you cross out any of the other words?
- Where could you use one of these ways to show instead of tell? (Point to a professional author's comparisons, contrasts, similes, metaphors, appositives, repetitions, examples, illustrations, graphs, charts, drawings, etc.)

Here are some more difficult questions that you might include:

- Does the order of your sentences follow a plan? If some information is out of order, where will you move it?
- Read just the beginning and ending of your piece. Did you end up where you started to go? If not, where did you start to move away from one idea or feeling to a different one?
- Can you move this idea or these words to a stronger position? (Do you remember that what you say last in a paragraph, report, story, etc., emphasizes it most; what you say first gives it the next strongest emphasis; what you say in the middle gets the least emphasis?)

As you confer with students, also recognize growth—evidence in the text that students have applied what they learned in earlier conferences to another piece of writing.

Most helpful of all, perhaps, is this suggestion: "Ask students what questions or comments helped them revise. Ask students what questions they ask themselves and what advice they give themselves" (Sowers, p. 89). Modify *your* questions accordingly.

24. What happens in students' conferences?

Students take turns as readers and listeners. As listeners, they *receive* and *respond*. As writer readers, they *select* from the responses to their writing.

The following transcript of a student conference shows students receiving the writing of a third student. The listeners respond by praising, asking questions for more information, and suggesting additions. The writer reader gives additional information, asks questions of her own, and decides to add to her writing. The students are fourth graders (Calkins 1983, pp. 122–123).

Susie read to Diane and Amy a draft about a chickadee which came and stood on her outstretched hand, pecking at some seed which she held out for him.

- Amy: Good! What happens next?
 Susie: He looks at me, then quickly hops on my hand.
 Diane: How did it feel?
 Susie: It tickled . . . not like needles, just a nice, little hold.
 Diane: I've had that feeling before.
 Susie: I didn't realize, but I should add that in.
 Diane: I think it adds a lot to your story to tell that.
 Amy: Do you need any other help?
 Susie: Do you like the lead, or do you think I should start it when the chickadee lands on my hand?
 Amy: I like it the way you have it. What were you thinking when you were standing there and the bird didn't come to you?

Susie: I was thinking it was too bad they don't understand about how I wasn't going to hurt them. I might add that, too. Thanks.

Instead of dreading revision, students learn to welcome it. Here are typical reports of experiences with students' conferences.

Students who had trouble seemed to get encouragement from their partners. (Brenda Groat, grade 3)

When they ask each other about their stories, I seem to hear my own questions being echoed. It's nice to have them helping me to teach. They are complimentary toward each other's writing but they don't hesitate to offer constructive criticism. I've saved a lot of red ink! (Brenda Miller, grade 3)

Conferencing gives students the confidence to explore new ways of writing because they know there is help if they need it. The security students feel in knowing that it's not only okay but necessary for their writing to be revised with help from classmates lifts a tremendous weight. (Edna Gentry, grade 6)

Teachers report success with students' conferences regardless of how they group students. Another benefit of students' conferences is one that you will enjoy. Because students help each *other* so much, *you* do not need to have a conference with them every time they need help!

How am I managing the classroom while all this is happening?

25. How can students concentrate if they are allowed to talk to each other so freely? How can I concentrate?

The hum of a workshop is pleasant for some people, distracting for others. If constant buzz and chatter bother you or some of your students, ask them to help you work out a system that allows for both quiet and the periodic need for talk. Here are some suggestions that have worked.

- Students should never interrupt when you or other students are writing.
- Students should talk only in a specific place or section of the room.
- Students who want to talk to you may write their names on the board or put their writing folders in a file marked "Ready for Conference." Remember that this folder is not put in the file for you to read—it means that a student wants to talk.

- Identify a specific place where you will sit when you are ready to talk with one or more students.
- Give your writing periods a structure. You might start with the following format:

5 minutes	Talk: What are you going to work on?	
15 minutes	Silent work	During the middle thirty minutes, roam around the room, answering short questions or offering brief comments, or meet with a small group.
5 minutes	Talk with a partner	
10 minutes	Silent work	
10 minutes	Share with partner, small group, or class	

Other suggestions: Divide the class into five small groups, one for each school day. Meet each group at the same place for a specific time, perhaps fifteen to twenty minutes, to talk about students' writing. This guarantees a minimum of one formal contact each week with each student.

Designate specific times and places for self-help groups and *ad hoc* problem-solving groups on spelling, grammar, illustrations, and the like.

26. How can I make sure students get help when they need it?

- Provide time during each writing period for roving conferences and requests for conferences. On-the-spot questions, suggestions, or encouragement seldom require more than a minute.
- Teach students how to work with partners and in groups. Encourage them to help each other if you are busy.
- Designate student "experts," who can give help on specific problems.
- Tell students who need more extensive help to put their folders in the "Need Help" file on your desk at the end of the writing time. Save fifteen minutes at the end of writing time, or during reading time, to talk with these writers.

27. How do I keep track of what each student is doing?

Your best record of students' progress is their writing folders. Before students put anything in the folders, insist that they write or stamp the

date on each stage of their writing: lists of topics, drafts, revisions, proof-read pieces, and final copies. Staple all the parts of a piece of writing together.

Put headings on the inside covers of folders or on separate sheets in the writing folder: "A Record of My Writing" (titles of works in progress and of finished pieces); "Things I Need to Work On"; "Ideas I Could Write About." Leave space after each heading for brief notes and the date the student started or completed a task or mastered a skill. Enter items during conference time.

To document progress on specific items (spelling, mechanics, willingness to revise, letter formation, variety of topics and types of writing, and a host of other specifics), pull early, middle, and late samples of students' work.

Some teachers begin by using a separate notebook with a page for each child, labeled with the date, title, conference notes, and skills to work on. After a few weeks, many of these teachers switch to entering their notes on the writing folders or on a sheet stapled to an inside cover. They report these advantages:

- Keeping notes on students' progress with the writing itself saves time.
- Students see evidence of accomplishments as well as reminders of goals.
- Teachers can quickly identify the needs of each student, and of groups of students, before setting up mini-lessons.

If you check only five or six folders a day, you automatically assure a weekly review of class progress and know what to plan for the class as a whole or for small groups. Thus, lesson planning is focused, purposeful, and efficient. Because you select problems and solutions from students' own writing, relevance is never an issue and motivation is high.

28. How do I communicate to parents what I am doing?

Having introduced parents to the writing process as suggested in Question 19, you can keep them informed (1) by sharing their child's writing folder in parent-teacher conferences; (2) by asking students to read works to their parents as they finish them; (3) by sending home periodically a piece of writing that shows how a student's writing changes during the five-step process; (4) by sending an occasional newsletter which features students' writing and includes a brief "editorial" in which you comment on what you have been teaching or are going to teach next.

Finally, once you and your students are comfortable with the writing process, you can invite parents to become classroom aides. They can listen to students as they read their drafts or finished works, help you conduct conferences, type final copies, make book covers, and prepare displays. Such aides, coached to do as you do, usually become eager advocates of the process approach.

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1020 Anderson Avenue
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Lynwood Cooper, Principal
Lois Turetzky, Assistant Principal
Naomi Martin, Staff Developer

Third Grade Conference

Lois Turetzky
Assistant Principal
November 18, 1987

Agenda

1. Concept Definition-Semantic Mapping
2. Mapping a Cloze Passage Stressing Semantic Mapping and Syntactic Relationships
3. Anaphoric Relationships in Context
4. A Progressive Cloze Strategy

Lois Turetzky
Assistant Principal
C.E.S. 73

Concept of Definition

The concept of definition instruction stresses the importance of students' being able to figure out new words on their own, instructs them in what types of information make up a definition, and teaches them how to use context clues and background knowledge to increase their understanding of words.

Using a Semantic Map

A semantic map is a visual representation of a definition. It consists of:

1. The general class to which the concept belongs.
2. The primary properties of the concept and those that distinguish it from other members of the class.
3. Examples of the concept.

Three guiding questions:

1. What is it?
2. What is it like?
3. What are some examples?

What is it?

What is it like?

What are some examples?

Schwartz, Robert M. and Taffy Raphael, "Concepts of Definition." The Reading Teacher. 39: 2 (Nov. 1985).

**Lois Turetzky
Assistant Principal
C.E.S. 73**

Cohesion, Coherence and Comprehension

Text cohesion is related to comprehension. Cohesion relations that bind individual sentences together help the reader establish a coherent memory representation.

Cohesion is achieved through relationships in which the interpretation of one idea in the text depends on the successful interpretation of another. The links that establish cohesion are called ties. Cohesion may be intra- or intersentential; both types are found in the following sentence:

David is going to buy his wife a new car.

She wants a new Buick for her birthday.

An **intrasentence** cohesive tie is found in the first sentence, connecting "David" and "his". **Intersentence** ties exist between "she" and "wife". All of these ties are **anaphoric** (related back) as most cohesive ties are, although some are **cataphoric** (related forward).

Definition of Anaphora

An anaphora is the use of a word as a regular grammatical substitute for a preceding word or group of words.

Example: 1. Mary closed the door and then she locked it. "She" is substituted for Mary and "it" is substituted for door.

2. Gary might be late, if so we'll start without him. The word "so" is substituted for several words (Gary is late)

Definition: Using cues in written language to construct meaning from connected prose.

ANAPHORIC RELATIONSHIPS IN CONTEXT

1. Pronoun - personal pronoun substitutes for proper name. I, ME, THEY
2. Location/Time - pronoun substitutes for place name or time designation. HERE, THERE, THEN
3. Deleted Noun - noun omitted in second phrase. SOME PEOPLE... OTHERS (people)...
4. Arithmetic - noun omitted, substitute is number or numerical noun. The TWO (boys), the FIRST (person)
5. Inclusive/General - concept is referred to in general terms. THAT is the law; THIS is how you do it.
6. Class Inclusive/Superordinate - noun substitute refers to a larger, more inclusive group/concept. the DOG ... the ANIMAL; a SIREN ... the NOISE; MATCHES, FIRECRACKERS, ETC. ... these MATERIALS.
7. Synonom(ous) - a word or phrase is replaced with another of about the same inclusiveness. SCHOOLING ... EDUCATION; TECHNIQUES ... METHODS.
8. Deleted Predicate Adjective - second sentence does not repeat the adjective. John is HUNGRY. SO IS Helen (hungry). Sam is DEPENDABLE; Roger IS NOT (dependable).
9. Pro-verb - second sentence does not repeat the verb or verb phrase. Apples GROW on trees. Other kinds of fruit DO, too (grow on trees).
10. Clausal substitute - second sentence deletes an entire clause. Dave believes MARY WILL ARRIVE SOON. Helen does not think SO (Mary will arrive soon).

1. Causal Relationships - May be signalled by such words as: BECAUSE, THEREFORE, SO, THUS. However, may not be signalled at all or may be connected by simple conjunction.
2. Time and Sequence Relationships - May be signalled by words such as: THEN, NEXT, BEFORE, AT THAT POINT. Note that THEN may be causal or sequential.
3. Semantic Relationships/Paraphrase - May be signalled by phrases such as: IN OTHER WORDS, but more likely to use negative corrolary, synonym, or rephrasing.
4. Comparison/Contrast - May be signalled by such terms as: RATHER, INSTEAD, ON THE OTHER HAND, and markers such as -ER and -EST.
5. Classification/Categorization - the ability to integrate across class members to derive a superordinate term or, given the superordinate terms, recognize component members. This includes, in some sense, the concepts of "main idea" and "supporting detail."

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A Progressive Cloze Strategy

Progressive cloze refers to a process of responses by a student as they work through a given text. Using both the bottom-up and top-down processes, students integrate data and facilitate comprehension by using prior knowledge to make text meaningful.

Progressive Cloze Strategy

1. Using the bottom-up strategy to remediate a specific weakness (for example consonants and endings)

Sirens w_____

2. Ask students to complete the blank.

Students might have said: Sirens w_____

whistle
whine
wail

Insert an additional clue, *ed*

Sirens w_____ed.

whistle
whine
wail

3. Insert best response: Sirens wailed.
4. Read entire sentence with the students.
5. Top down emphasis. Ask what might have happened **before** the sirens wailed.

Responses may include: A bank was robbed.
There was an accident.
A fire engine was coming.

6. Read the responses with the students.
7. Ask students, or choose for students, a meaningful alternative and write it above (before) the cloze sentence:

There was an accident.

8. Read both sentences with the student to **reestablish the context**. Then ask "What might have happened **after** the sirens wailed?" Write the students' responses as shown.

There was an accident.
Sirens wailed.

An ambulance came.
A police car roared by.

9. Read the responses with the students.

10. Ask the students to choose, or choose for them, one of the alternatives and write it after the cloze sentence.

There was an accident.
Sirens wailed.
An ambulance came.

11. Read the entire passage once again to **reestablish the context**.

12. Continue the process by supplying an additional sentence with a carefully chosen deletion.

There was an accident.
Sirens wailed
An ambulance came.
Luckily, nobody was h____t.

Asking students to supply missing words or word parts requires students to focus on the relationship of text elements. When students construct texts that make sense they are using prior knowledge. When working with remedial students, guide them in rereading the text, in order to confirm the accuracy of their responses to the passage.

Other examples:

1 Stimulus sentence:

A. The tiger gr_____. (List student responses) Correct response **growled**

Teacher can also ask for alternatives without giving clues: ran, jumped, eats, sleeps, yawns

B. Ask **before** and **after** questions.

C. Responses: Someone was calling him names.
The tiger growled
He got mad and furious.

2. As soon as it heard the dog, the kitten j_____ (jumped)/ alternative responses
ran, climbed up the tree.

The final passage: The cat was walking in the dog's territory.
As soon as it heard the dog, the kitten jumped.
He began to run and hid in the weeds.

Riley, James. "Progressive Cloze as a Remedial Technique." The Reading Teacher, 39, No. 6
(February 1986).

MULTIPLE CHOICE TEST

1. Jim and Pete took their baseball mitts and went to school early so they could _____.
a) write b) practice c) read d) type
2. When they got to the playground, Mike and John were already _____.
a) sleeping b) playing c) studying d) diving
3. "Iridescent" as used here means _____.
a) dull b) sticky c) shining d) waste
4. Pure spirits of turpentine _____.
a) has a sweet taste
b) has no odor
c) is brown in color
d) has a penetrating odor
5. You can tell this is not a true story because of the statement about _____.
a) bears attacking
b) rocks growing
c) girls climbing
d) flowers attacking
6. There really are many _____.
a) dangers b) masters c) jobs d) expenses e) tests

...continued...



The College Board

7. The _____ helps a lot.

- | | | |
|----------|-------------|-----------|
| a) color | b) doctor | c) animal |
| d) sound | e) exercise | |

8. Good _____ is important.

- | | | |
|-------------|-----------|------------|
| a) progress | b) sense | c) company |
| d) food | e) health | |

9. They would _____.

- | | | |
|---------|-------------|---------|
| a) jump | b) search | c) hear |
| d) fail | e) approach | |

10. And they _____.

- | | | |
|----------|-----------|----------|
| a) drink | b) hunt | c) learn |
| d) bark | e) escape | |

11. Then the person must _____.

- | | | |
|-----------|------------|---------|
| a) wash | b) dress | c) wait |
| d) finish | e) improve | |

..

12. It must be the _____ one.

- | | | |
|------------|-------------|------------|
| a) fastest | b) first | c) largest |
| d) right | e) youngest | |



Dogs help blind people. Many blind people stay home. They won't go out alone. They are afraid to go out because they cannot see. They think they may fall. They think they may get lost. Such fears are not foolish. There really are many 1. Blind people often do need help. But they may not want to ask anyone to help them. They may get a dog instead. It is called a seeing eye dog. It sees for them.

The 2 helps a lot. It is a guard. It is a leader. It is a friend. The dog and its owner go out together. The dog looks. It listens. It thinks. The dog makes sure the way is safe.

The dog must obey. But it must also know when not to obey. Good 3 is important. The owner may say "Go." But a car may be coming. Then the dog must not go.

Most dogs cannot be seeing eyes. They would not be able to do this work. They would 4. Seeing eye dogs must be smart. They must be able. They must be true. Few dogs are chosen for this work. Those that are picked go to school. They have good teachers. They are trained. They work hard. And they 5. Soon they know what to do.

Many blind people want seeing eyes. But there are very few of these dogs to be had. Somebody who wants a dog must ask for one. Then the person must 6. It may take a long time to get a dog. Months may pass.

The dog and its owner will work together. They will live together. So they must get along well. All dogs are not the same. Neither are all people. The dog and its owner must suit each other. For this reason, the dog must be chosen carefully. A blind person can't be given just any seeing eye dog. It must be the 7 one.

◆ ◆ ◆

- 1** a) dangers b) masters
c) jobs d) expenses
e) tests

- 2** a) color b) doctor
c) animal d) sound
e) exercise

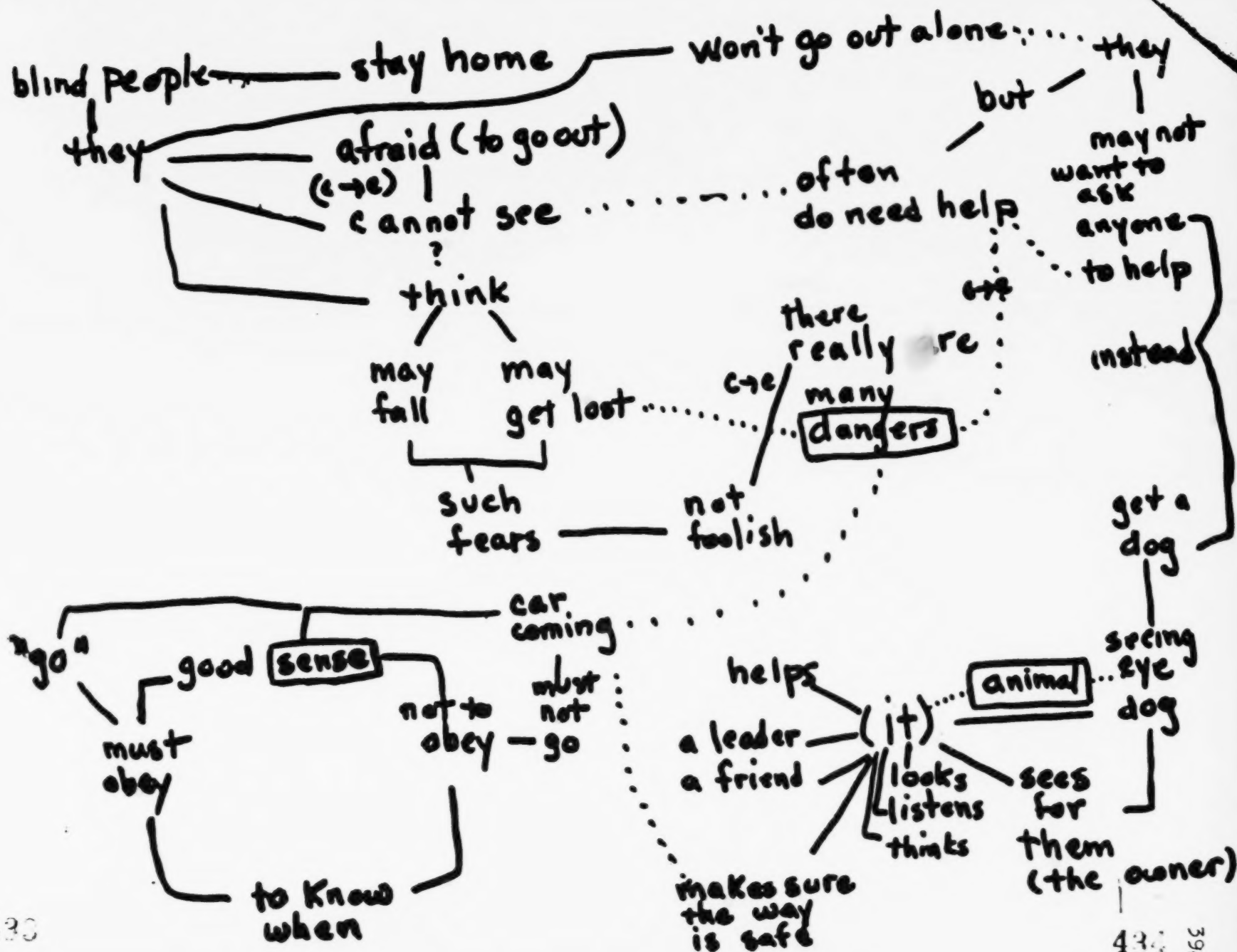
- 3** a) progress b) sense
c) company d) food
e) health

- 4** a) jump b) search
c) hear d) fail
e) approach

- 5** a) drink b) hunt
c) learn d) bark
e) escape

- 6** a) wash b) dress
c) wait d) finish
e) improve

- 7** a) fastest b) first
c) largest d) right
e) youngest



Appendix N

Prepared by:
Lois Turetzky

THE FOX AND THE GRAPES

Aesop

Setting: One day a fox was running along a dusty road. He was hot and thirsty.

Initiating Event: Soon he saw some grapes hanging on a vine in a garden. These grapes were large and ripe and looked very good to the fox.

Internal Response: (goal) "How I wish I could get some of those grapes," said the fox.

Attempt: The fox jumped high in the air. But did not get the grapes. He jumped again and again. But still did not get them.

Consequence: At last he had to give up.

Reaction: "I am sure they are very sour grapes," said the fox as he walked away. "I do not like sour grapes."

Presented by:
Lois Turetzky

Albert Gets Caught (Stein & Glenn, 1979)

Once there was a big gray fish named Albert.
He lived in a big icy pond near the edge of a forest.
One day, Albert was swimming around the pond.
Then he spotted a big juicy worm on top of the water.
Albert knew how delicious worms tasted.
He wanted to eat that one for his dinner.
So he swam very close to the worm.
Then he bit into him.
Suddenly, Albert was pulled through the water into a boat.
He had been caught by a fisherman.
Albert felt sad.
He wished he had been more careful.

Presented by:
Lois Turetzky

Story Structure Chart

1. Setting

- A. Where does the story take place?
- B. Who are the main characters of the story?
- C. When does the story take place?
- D. Is there any other information that helps us get the picture of what things are like at the beginning of the story?

2. Goal

- A. What is the main goal or purpose of the main character?
- B. Is there any other information about the main character's goal? Maybe the story explains the reason the main character wants the goal?

3. Plot

- A. How does the main character try to get the goal?
- B. Something happens: what does the main character do?
- C. How does it turn out?
- D. Is there any other information about the first try?
- E. Second try:
 - 1. Main character makes a new plan to get the goal.
 - 2. Main character tries a new plan.
 - 3. How did it turn out?
 - 4. Is there any other information about the second try?

4. Ending

- A. Did the main character get the goal?
- B. Is there any other information about the way the story ended?

(Dreher & Singer: 1980)

Presented by:
Lois Turetzky

Categories Included in a Simple Story (Stein, 1979)

<u>Category</u>	<u>Definition</u>
Setting	• Introduction of the protagonist; can contain information about physical, or temporal context in which the remainder of the story occurs.
Initiating event	An action, or internal event, or a natural occurrence which serves to cause a response in the protagonist.
Internal response	An emotion, cognition, or goal of the protagonist.
Attempt	An overt action to obtain the protagonist's goal.
Consequence	An event, action, or endstate which marks the attainment or non-attainment of the protagonist's goal.
Reaction	An emotion, cognition, action or endstate expressing the protagonist's feelings about his goal attainment or relating the broader consequential realm of the protagonist's goal.

Schema-General Questions

1. The leading character

- A. Who is the leading character?
- B. What action does the character initiate?
- C. What do you learn about the character from this action?

II. The Goal

- A. What does the leading character appear to be striving for?
- B. What do you learn about the character from the nature of the goal.
- C. What course of action does the character take to reach the goal?
- D. What do you learn about the character from the course of action chosen?

III. The obstacles

- A. What is the first obstacle the character encounters?
 - 1. How does the character deal with this obstacle?
 - 2. Does the character alter the goal because of this obstacle? How?
 - 3. What do you learn about the character from the way the obstacle is dealt with?
- B. What is the final obstacle the character encounters?

1. How does the character deal with this obstacle?
2. Does the character alter the goal because of this ^{obstacle?} character?
3. What do you learn about the character from the way the obstacle is dealt with?

IV. The outcome

- A. Does the character reach the original goal or the revised goal or no goal?
- B. If the character is successful what helped most?
 1. Forces within character's control? Which ones?
 2. Forces outside character's control? Which ones?
- C. If the character is defeated, which hindered the person most?
 1. Forces within the person's control which weren't dealt with?
 2. Forces outside the person's control which weren't dealt with?

V. The theme

This story basically shows a persons struggle with...

- A. himself or herself
- B. nature
- C. other people

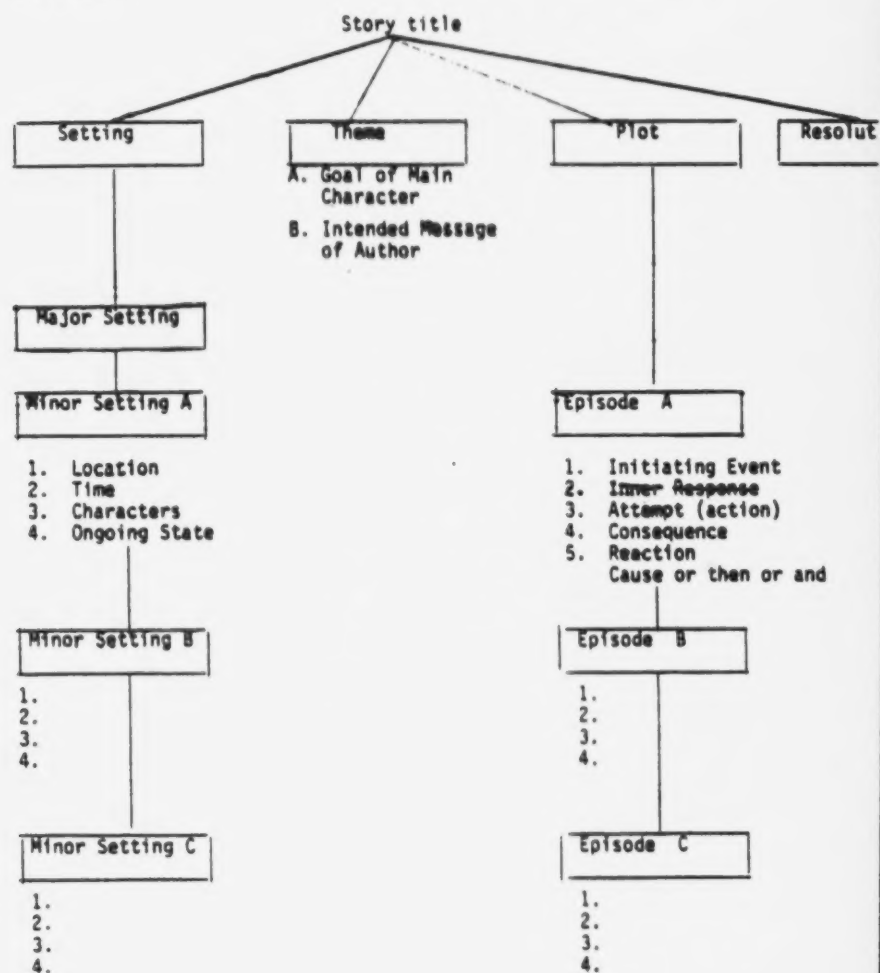
(Singer & Donlan, 1982)

Prepared by:
Lois Turetzky

Story Grammar refers to the basic rules regarding the structural components of the story.

Schematic representation of story structure

Christine Gordon
Carl Braun



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Lynwood Cooper, Principal
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Naomi Martin, Staff Developer

January 19, 1988

Lois Turetzky
Assistant Principal

**Third Grade Conference
Addendum to Agenda**

I. Prescriptive Reading Inventory (Diagnostic Results)

A. Using PRI Results to Plan for Individualized and Small Group Instruction

- . Class Print-out
- . Individual Print-out
- . Grouping Print-out

B. Cloze Instruction (Minimum three times per week)

11. Please request Unit 2 Tests and Computer Cards from Mr. Silverstein for Ginn Unit Diagnostic Testing

111. Administer CIMS District Math Test

IV. Planbooks are due on Wednesday. All planbooks must include a motivation, and procedure.

A. Social Studies: underline and indicate the understanding, concept, and skill to be taught.

V. Notebook check

V1. Rollbook: Please make sure summary card is complete with all admissions and discharges indicated. All other information should be completed and up to date.

V11. Marking books: All tests, classwork, homework and special project marks should be entered and up-to-date.

CLASS RECORD SHEET

CLASS: ROSENBERG

SCHOOL: SEVENTY-THREE
DISTRICT: CSD NINE

CITY/STATE: NEW YORK, NY

GRADE: 03.1

TEST DATE: 10/15/07
RUII DATE: 12/03/07

Students

		SCORES LEVEL FORM	READING			LANGUAGE	MATHEMATICS	TOTAL BATTERY 1	WORD ANALYSIS
			READ VOCAB	READ COMP	READ TOTAL				
MONELL HECTOR DATE OF BIRTH: 02/03/79	E 12	NS	5	5	5				6
		GE	3.0	3.9	3.1				4.1
		NCE	45	55	50				58
		LP	87	88	89				93
MORALES VERONIC DATE OF BIRTH: 09/16/79	E 12	NS	4	5	4				4
		GE	2.8	3.2	2.9				2.2
		NCE	39	50	43				35
		LP	78	83	80				58
PEHA STEPHANIE DATE OF BIRTH: 09/05/79	E 12	NS	3	4	4				4
		GE	2.4	2.6	2.5				2.4
		NCE	31	38	34				36
		LP	65	70	69				69
RUIZ BETTY DATE OF BIRTH: 10/04/79	E 12	NS	3	4	4				3
		GE	2.4	2.8	2.6				2.0
		NCE	31	42	35				31
		LP	65	74	70				40
SABB RACHEL DATE OF BIRTH: 01/18/79	E 12	NS	7	6	6				6
		GE	4.8	4.8	4.4				4.5
		NCE	68	65	62				62
		LP	98	95	97				95
SMITH EQUASHA DATE OF BIRTH: 06/12/79	E 12	NS	1	* 1	1				1
		GE	1.1	1.3	1.2				0.9
		NCE	1	* 1	1				12
		LP	4	2	3				8
TORRESROBERTT DATE OF BIRTH: 07/11/79	E 12	NS	4	4	4				4
		GE	2.8	2.9	2.9				2.7
		NCE	39	45	42				40
		LP	79	78	79				70
VALENCIA A A DATE OF BIRTH: 06/02/79	E 12	NS	6	8	7				7
		GE	4.0	6.1	5.1				5.4
		NCE	60	77	70				73
		LP	96	99	99				98

QUARTER MONTH: 06 ESTIMATED SCORES

CAT FORM(S): E

NS : NATIONAL STANDARD

NCE : NORMAL CURVE EQUIVALENT

CAT LEVEL(S): 12

GE : GRADE EQUIVALENT

LP : LOCAL PERCENTILE

* MAXIMUM OR MINIMUM
X NO SCORE AVAILABLE

TOTAL BATTERY PERCENTILE TOTAL READING
TOTAL LANGUAGE AND TOTAL MATHEMATICS

CTID: R23302001 03-0

CLASS RECORD SHEET

CLASS: WACOTT

SCHOOL: SEVENTY-THREE
DISTRICT: CSD NINE

CITY/STATE: NEW YORK, NY

GRADE: 03.1

TEST DATE: 10/15/87
RUII DATE: 12/03/87

Students	LEVEL	FORM	SCORES	READING			LANGUAGE	MATHEMATICS	TOTAL BATTERY	WORD ANALYSIS
				READ VOCAB	READ COMP	READ TOTAL				
PADON ABRAHAM DATE OF BIRTH: 05/12/79	E 12	NS GE NCE LP	1 1.1 1 1	1 1.3 1 2	1 0.9 1 1					1 0.0 1 2
PAGAN SAYNOVIA DATE OF BIRTH: / /	E 12	NS GE NCE LP	2 2.0 18 36	3 2.1 24 43	2 2.0 21 39					3 2.0 31 38
PIRKNEY TANAINA DATE OF BIRTH: 09/12/78	E 12	NS GE NCE LP	1 1.7 12 20	1 1.8 10 16	1 1.7 10 19					3 1.6 27 23
RAPHIAELKEIARI DATE OF BIRTH: / /	E 12	NS GE NCE LP	3 2.3 28 59	3 2.3 32 60	3 2.3 29 58					3 2.2 34 54
RIVERA PASCUAL DATE OF BIRTH: 11/21/78	E 12	NS GE NCE LP	1 1.1 1 1	1 1.3 1 2	1 1.0 1 2					1 0.2 1 2
SANCHEZ AMANDA DATE OF BIRTH: 10/14/78	E 12	NS GE NCE LP	2 1.9 18 35	2 2.0 22 37	2 2.0 20 37					3 2.0 32 41
TAYLOR COREY DATE OF BIRTH: / /	E 12	NS GE NCE LP	1 1.4 9 11	1 1.7 6 11	1 1.6 1 12					2 1.1 16 11
WRIGTHERBERT DATE OF BIRTH: 05/15/78	E 12	NS GE NCE LP	3 2.2 26 55	3 2.3 32 61	3 2.3 29 58					3 2.2 34 54

QUARTER MONTH: 06 ESTIMATED SCORES

CAT FORM(S): E

NS : NATIONAL STANDARD

NCE : NORMAL CURVE EQUIVALENT

CAT LEVEL(S): 12

GE : GRADE EQUIVALENT

LP : LOCAL PERCENTILE

* MAXIMUM OR MINIMUM

X NO SCORE AVAILABLE

TOTAL BATTERY INCLUDES TOTAL READING,
TOTAL LANGUAGE AND TOTAL MATHEMATICS

4402

CIBID: R93307001-03-04

PUPIL WILLIAMS APRIL
TEACHER ROSENBERG
SCHOOL SEVENTY-THREE
DISTRICT CSD NINE

GRADE 03.1
BIRTHDATE 05/10/79
CITY/STATE NEW YORK
RUN DATE 12/01/87

NY

PRRI INSTRUCTIONAL OBJECTIVES INVENTORY

Reading Systems Level B

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Individual Diagnostic Maps System

Oral Language

- ☐ Sound Seg/Compar (1B)
- ☐ Syllables (2B)
- ☐ Init/End Consonants (3B)
- ☐ Vocabulary (2B)
- ☐ Word Meaning (4B)
- ☐ Multisyllabic Words (5B)
- ☐ Suffixes (3B)
- ☐ Sentence Structure (6B)
- ☐ Negatives (7B)
- ☐ Variants Word Orders (8B)

Word Usage

- ☐ Lang. Mechanics (13B)
- ☐ Plurals (35B)
- ☐ Capitalization (36B)
- ☐ Punctuation (37B)
- ☐ Sentence Parts (14B)
- ☐ Prep. Phrases (39B)
- ☐ Pronouns (40B)
- ☐ Modifier Usage (41B)
- ☐ Syntax (15B)
- ☐ Context Clues (44B)
- ☐ Verb Tense Agree (45B)

Oral Comprehension

- ☐ Literal Meaning (16B)
- ☐ Basic Facts (17B)
- ☐ Event Seq. (18B)
- ☐ Inferred Meaning (19B)
- ☐ Oral Analysis (20B)
- ☐ Future Events (21B)
- ☐ Main Idea (22B)

Literal Comprehension

- ☐ Story Detail (18B)
- ☐ Subject Details (19B)
- ☐ Action Details (20B)
- ☐ Paraphrasing (21B)
- ☐ Sent. Paraphrasing (22B)

Word Analysis

- ☐ Word Recognition (1B)
- ☐ Sight Words (18B)
- ☐ Symbol/Sound Conn. (19B)
- ☐ Word Sound Order (20B)
- ☐ Grapheme (21B)
- ☐ Word Classification (22B)
- ☐ Structural Analysis (23B)
- ☐ Compound Words (24B)
- ☐ Root Words (25B)
- ☐ Affixes (26B)

Interp. & Crit. Comp.

- ☐ Main Idea (18B)
- ☐ Topic (19B)
- ☐ Inference (20B)
- ☐ Action Events (21B)
- ☐ Character Analysis (22B)
- ☐ Figurative Lang. (23B)
- ☐ Metaphors/Similes (24B)

Vocabulary

- ☐ Prefixes (1B)
- ☐ Suffixes (2B)
- ☐ Word Families (3B)
- ☐ Word Meaning (4B)
- ☐ Word Classification (5B)
- ☐ Structural Analysis (6B)
- ☐ Compound Words (7B)
- ☐ Root Words (8B)
- ☐ Affixes (9B)

Notes

TEACHER	NUSENBERG
SCHOOL	SEVENTY-THREE
CITY	NEW YORK
STATE	NY
DISTRICT	CSS NINE
GRADE	U.S. 1
CTD ID	93J20-F773-012-001
DATE OF TESTING	10/87
RUN DATE	12/01/87

TEST PRI HEADING SYSTEMS - B
INSTRUCTIONAL OBJECTIVES INVENTORY

NUMBER OF CASES = 20

PAGE 1 OF 1

[illegible]

TEACHER	MOSENBURG	GRADE	03.1	PRI READING SYSTEMS	PAGE	1	0002
SCHOOL	SEVENTY-THREE	DATE OF TESTING	10/87	INSTRUCTIONAL OBJECTIVES INVENTORY	NO. OF STUDENTS	26	
CITY	NEW YORK	RUN DATE	12/01/87	CLASS GROUPING REPORT			
STATE	NY	CTB ID	93J20-F775-J12-001	BY CATEGORY OBJECTIVES			

* - STUDENT NEEDS REVIEW IN THIS OBJECTIVE

READING

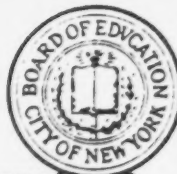
LEVEL 2

PRIORITY

REFERENCES

MONITORING
DATE

OBJECTIVE 1. SOUND SEG/COMPARISON		35% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
BROOKS CANDICE	CONCEPCION RICA	FERNANDEZ JOEY	GIFT TIFFINY	JIRENEZ LU			
MARRERO ANACELI	MORALES VERONIC	RUIZ BETTY	TORRESROBERTI				
OBJECTIVE 2. VOCABULARY		27% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
CAMPUS JESSICA	FERNANDEZ JOEY	JONES SHALENA	MARRERO ANACELI	MORALES VERONIC			
RUIZ BETTY	TORRESROBERTI						
OBJECTIVE 3. SYNTAX		46% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
BRATHWAITE N AL	BROOKS CANDICE	CAMPUS JESSICA	FERNANDEZ JOEY	FUENTES DANIEL			
GARCIA BIANCA	MARRERO ANACELI	MORALES VERONIC	RUIZ BETTY	SMITH EQUASHA			
TORRESROBERTI	VALENCIA A A						
OBJECTIVE 4. LITERAL MEANING		46% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
CONCEPCION RICA	FERNANDEZ JOEY	GARCIA BIANCA	JONES SHALENA	MARRERO ANACELI			
MORALES VERONIC	RUIZ BETTY	SAUB RACHEL	SMITH EQUASHA	TORRESROBERTI			
VALENCIA A A	WILLIAMS APRIL						
OBJECTIVE 5. INFERRED MEANING		77% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
BROOKS CANDICE	CAMPUS JESSICA	CONCEPCION RICA	DOCTOR JEAN	FERNANDEZ JOEY			
GARCIA BIANCA	GIFT TIFFINY	JIRENEZ LU	JONES SHALENA	KINSEY LISA			
MA A MICHAEL	MARRERO ANACELI	MORIEL HECTOR	MORALES VERONIC	PENA STEPHANIE			
RUIZ BETTY	SMITH EQUASHA	TORRESROBERTI	VALENCIA A A	WHITE MARQUIS			
OBJECTIVE 7. WORD RECOGNITION		19% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
MA A MICHAEL	MARRERO ANACELI	MORALES VERONIC	RUIZ BETTY	WHITE MARQUIS			
OBJECTIVE 8. SYMBOL/SOUND CORRESPONDENCE		15% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
JONES SHALENA	MARRERO ANACELI	MORALES VERONIC	RUIZ BETTY				
OBJECTIVE 9. STRUCTURAL ANALYSIS		50% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
CAMPUS JESSICA	CONCEPCION RICA	FERNANDEZ JOEY	FUENTES DANIEL	GARCIA BIANCA			
JIRENEZ LU	JONES SHALENA	KINSEY LISA	MA A MICHAEL	MARRERO ANACELI			
MORALES VERONIC	RUIZ BETTY	SAUB RACHEL					
OBJECTIVE 10. WORD PICTURING		15% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
BRATHWAITE N AL	CALLAGHAN JOSE	CAMPUS JESSICA	SMITH EQUASHA				
OBJECTIVE 11. WORD MATCHING		27% OF YOUR STUDENTS DID NOT MASTER THIS OBJECTIVE					
BRATHWAITE N AL	CALLAGHAN JOSE	CAMPUS JESSICA	CONCEPCION RICA	JONES SHALENA			
RUIZ BETTY	SMITH EQUASHA						



Appendix P

BOARD OF EDUCATION OF THE CITY OF NEW YORK

C.E.S. 73	Bronx	10452	1020 Anderson Avenue	992-1590
SCHOOL	BOROUGH	ZIP CODE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

February 22, 1988

Dear Ms. Turetzky,

You must certainly understand the deep pleasure it gives me to transfer the reins of power and authority of this Principalship to someone as intelligent, committed, and capable as you.

I feel confident that you will provide the educational leadership and driving force so important to many of the goals which we have forged together and strategies designed to improve the implementation of our Educational Program here at "73".

Your active support over the past two years has been a significant factor in the professional growth that I have experienced and which has now prepared me for the extended educational challenge before me.

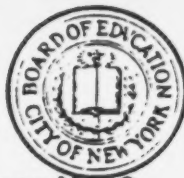
As I leave, please rest assured that I remain prepared to support you and address any issue or concern which may be directly or indirectly related to my tenure as C.E.S. 73.

My very best wishes to you in the running of the school and the successful completion of your Doctorate. Please remember I'm just a phone call away.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Lynwood C. Cooper".

Lynwood C. Cooper



Appendix Q

BOARD OF EDUCATION OF THE CITY OF NEW YORK

C.E.S. 73
SCHOOLBronx 10452
BOROUGH ZIP CODE1020 Anderson Ave.
ADDRESS992-1590
TELEPHONE

OFFICE OF THE PRINCIPAL

TO: All Classroom Teachers
FROM: C.S.I.P. Curriculum Sub-Committee
RE: Implementation of Objective 1.2.5. Book Report Incentive Project
DATE: February 19, 1998

As we know, a skill isn't improved unless it is practiced. In order to motivate our students to read more during their leisure time we are implementing the following "Reading Recognition Program"

Suggested Steps of Recognition; teacher judgment, individual student differences, class performance level, etc. should be the ultimate deciding factor when selecting your list of criteria for recognition.

1. A Good Kid Award Certificate - 2 books
2. Special Recognition Certificate - 5 books
3. I Love to Read Button - Completion of a Red Hot Reader list
4. Special Drive Pen & Pencil - 15 Book Reports and 3 projects
5. Name listed on Reading Hall of Fame Bulletin Board, Newsletter and Special Button - 20 Book reports and 5 projects

Please request reading recognition items, as needed, from Miss. Martin.

Attachments - Forms

Book Report
Books Read This Year
Bookmarks
We Love Books
Red Hot Reader
A Good Kid Award
Special Award

ea

A GOOD KID AWARD



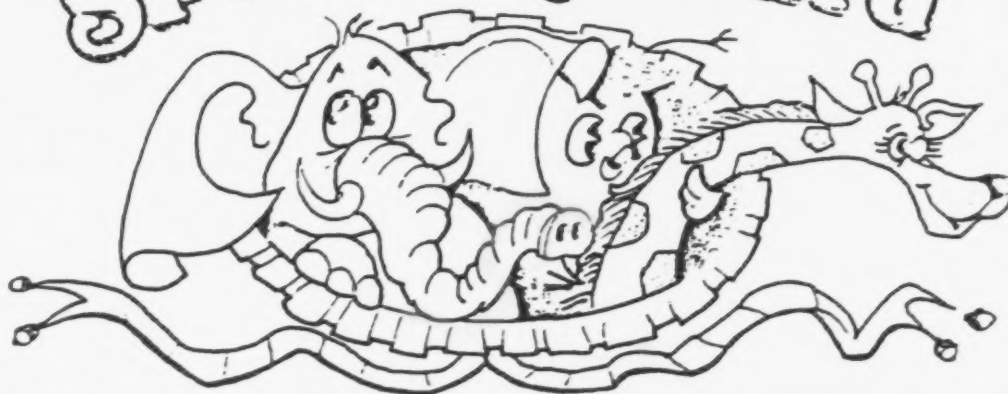
given to _____

for _____

date _____

teacher _____

Special Award

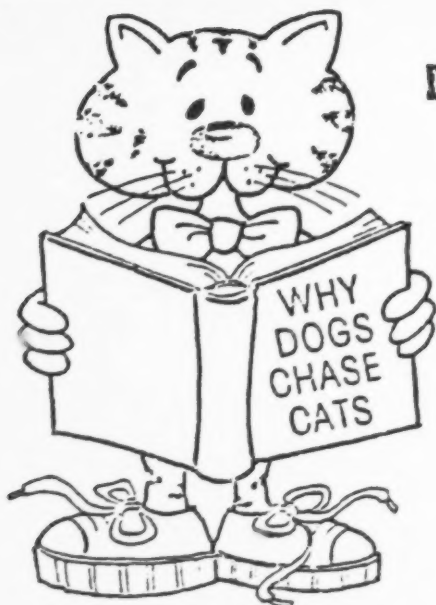


given to _____

for _____

date _____

teacher _____



BOOK REPORT

BOOK TITLE: _____

AUTHOR: _____

SHARED BY: _____

DATE: _____

KIND OF BOOK: _____

The book was about _____

Choose an idea below to use in sharing your book. Or, be creative and think of an idea of your own.

- Draw your favorite scene.
- Make a poster to sell it.
- Write a letter to a character.
- Make a diorama.
- Design a new book jacket.
- Make a comic strip.



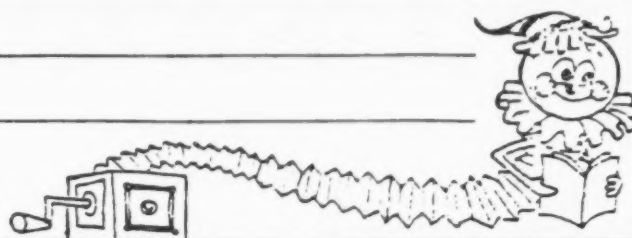
BOOKMARKS



Reader

Title _____

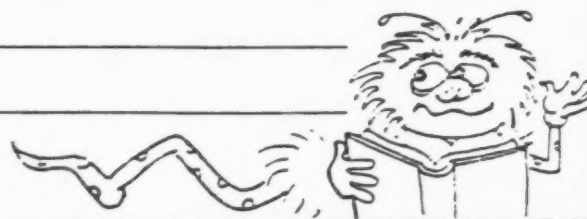
Author _____



Reader

Title _____

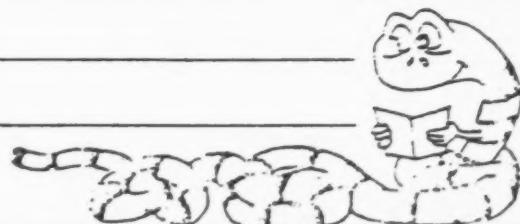
Author _____



Reader

Title _____

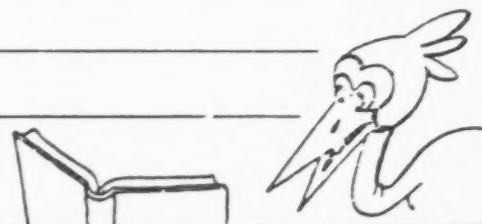
Author _____



Reader

Title _____

Author _____



Reader

Title _____

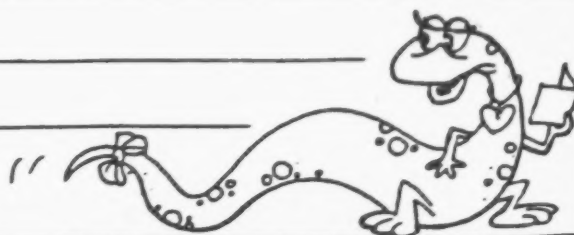
Author _____



Reader

Title _____

Author _____

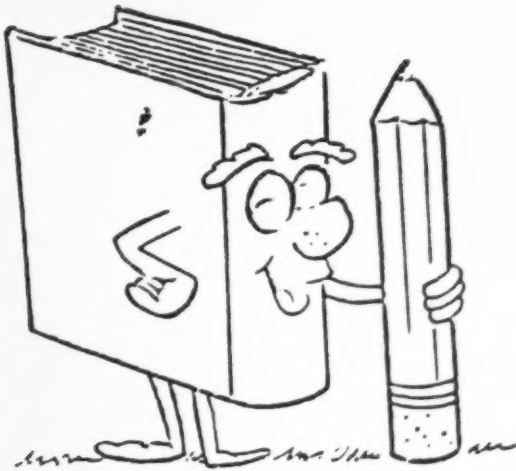




Use an overhead projector to enlarge this character for a bulletin board with the caption WE LOVE BOOKS! Duplicate the footprint and run on construction paper. As students read books, they fill out a footprint. Watch the footprints travel up your wall, across your ceiling . . .

Title: _____

Read by: _____



BOOKS READ THIS YEAR

Record each book you read in the right category. Write the date completed.

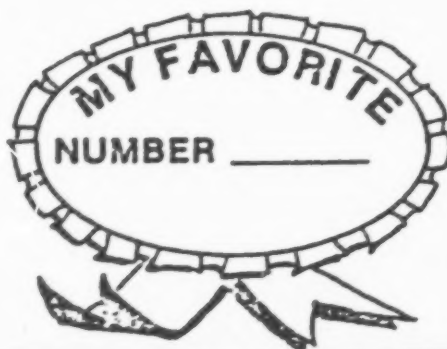
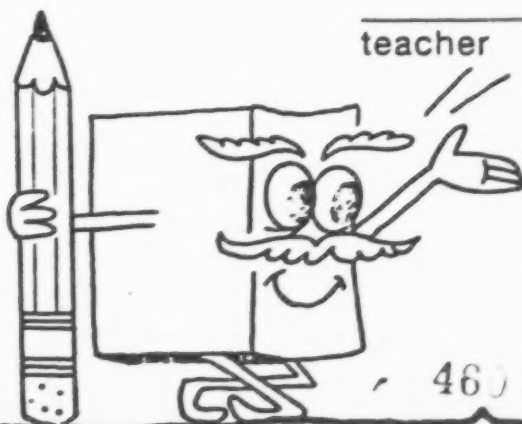
FICTION	Date	BIOGRAPHY	Date	HISTORY-TRAVEL	Date
SCIENCE	Date	FINE ARTS	Date	POETRY-DRAMA	Date



IS A
**RED HOT
READER!**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

teacher



date _____

460

Appendix R

C.E.S 73
1020 ANDERSON AVENUE
BRONX, NY 10452

LOIS TURETZKY, INTERIM ACTING PRINCIPAL
GERALDINE GREGG, INT. ACT. ASST. PRINCIPAL
NAOMI MARTIN, STAFF DEVELOPER/CURR.

SUGGESTIONS FOR A FIVE DAY DEVELOPMENTAL
PREDICTABLE STORY LESSON PLAN

DAY 1

1. Read the story aloud. As you are reading, place special emphasis on key words particularly words that are associated with each other.
(mom and dad, aunt and uncle, night and day.)

2. Before reading each page, discuss what students see on the page. Invite them to read the next stanza with you. Do this with the rest of the story.

Day 2

1. Tell students you are going to read, "I Love Ladybugs" together with them in chorus.
2. After reading the story together, reread it using one or more of the following suggestions:
 - ask individuals to read different stanzas, or
 - ask for volunteers to read the whole story

Day 3

1. Reread story in chorus
2. After reading the story -
 - use a large experience chart or sentence strips to have students "find a word"
 - continue in this fashion until each student has had a turn.
3. Talk about words that go together, i.e., mom and dad, sister and brother. Then ask students to think of other words, create a list.

Day 4

1. Reread the story in chorus
2. Give individual students an opportunity to read a stanza or a page.
3. Make student books. Each student should have a copy of the book. The teacher can put words/sentences on a reprograph sheet and have students cut out and illustrate the book. (see page 4)
4. Art project - Ex. potato prints

Page two

Day 5

Reread story in chorus, and/or individually

Writing Component

1. Tell students you are going to write a story together. Write I LOVE _____ on chalkboard and ask for suggestions to fill in the blanks in the story title (e.g., snails.)
2. Begin the story by writing the following or something similar on chalkboard

I LOVE SNAILS

I love snails
 But I can't buy a snail
 I can feed it _____
 I can feed it _____
 But I can't buy a snail

3. Ask students to fill in blanks in the story. Encourage them to use words that go together. Example: bread and butter or peanut butter and jelly.
4. Let students suggest other ideas for the story. Complete the story using their ideas.
5. Be sure to make a permanent copy of the story, so you can divide text into pages. Duplicate and illustrate.

Prepared by:

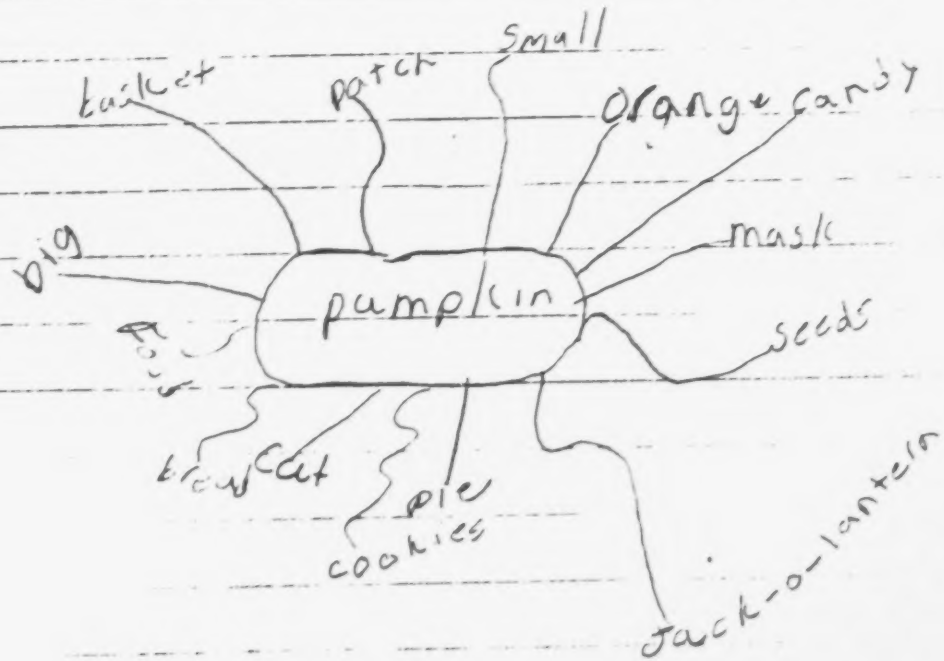
Miriam Wirgin
 SPECS

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- . *My Five Senses*. New York: Crowell, 1962.
- Balian, Lorna. *Where in the World Is Henry?* Scarsdale, N.Y.: Bradbury, 1972.
- Baroñas, Sarah E. *I Was Walking down the Road*. New York: Scholastic, 1975.
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- . *Home for a Bunny*. Racine, Wisc.: Golden Press, 1956.
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CES 13, Bronx
Class 3-1

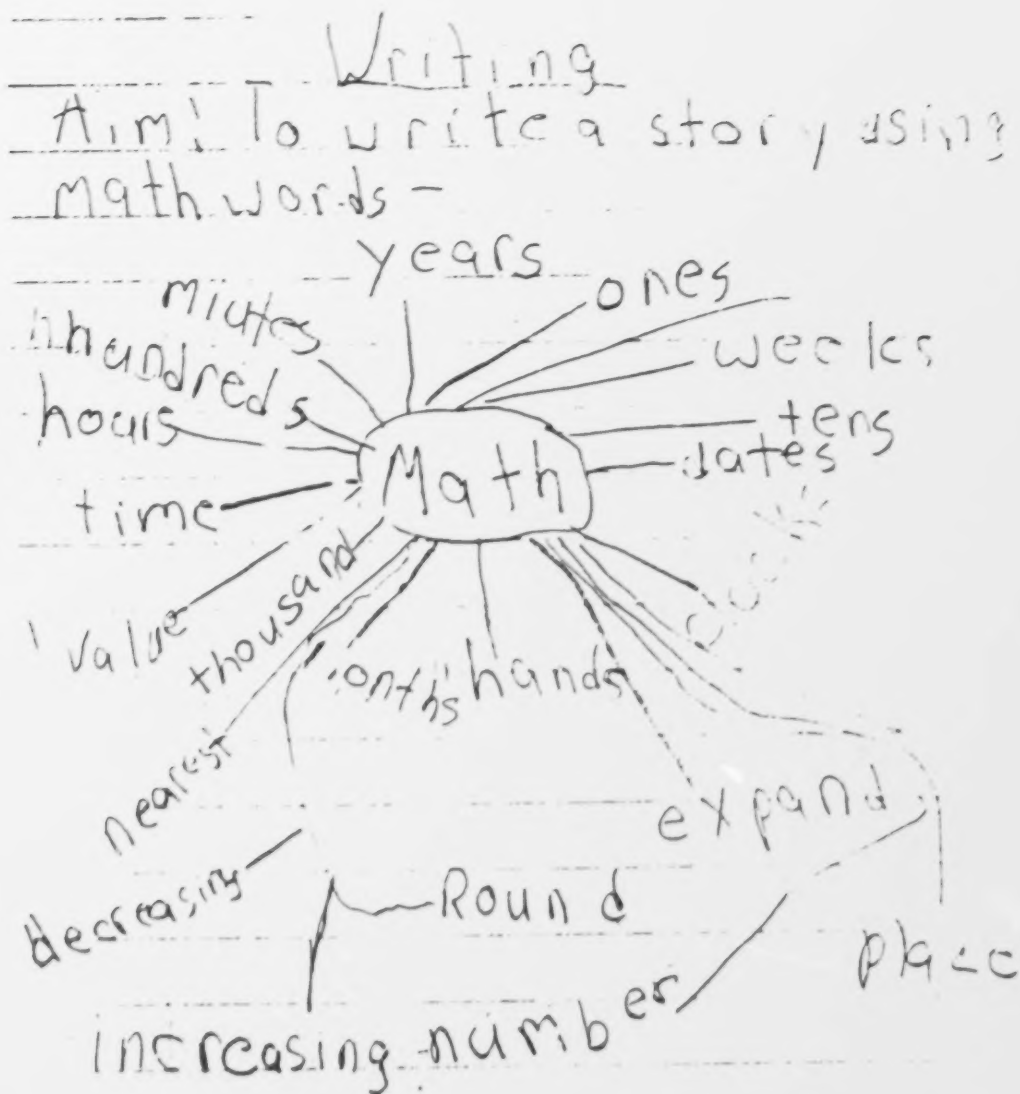
English
1-1

Writing



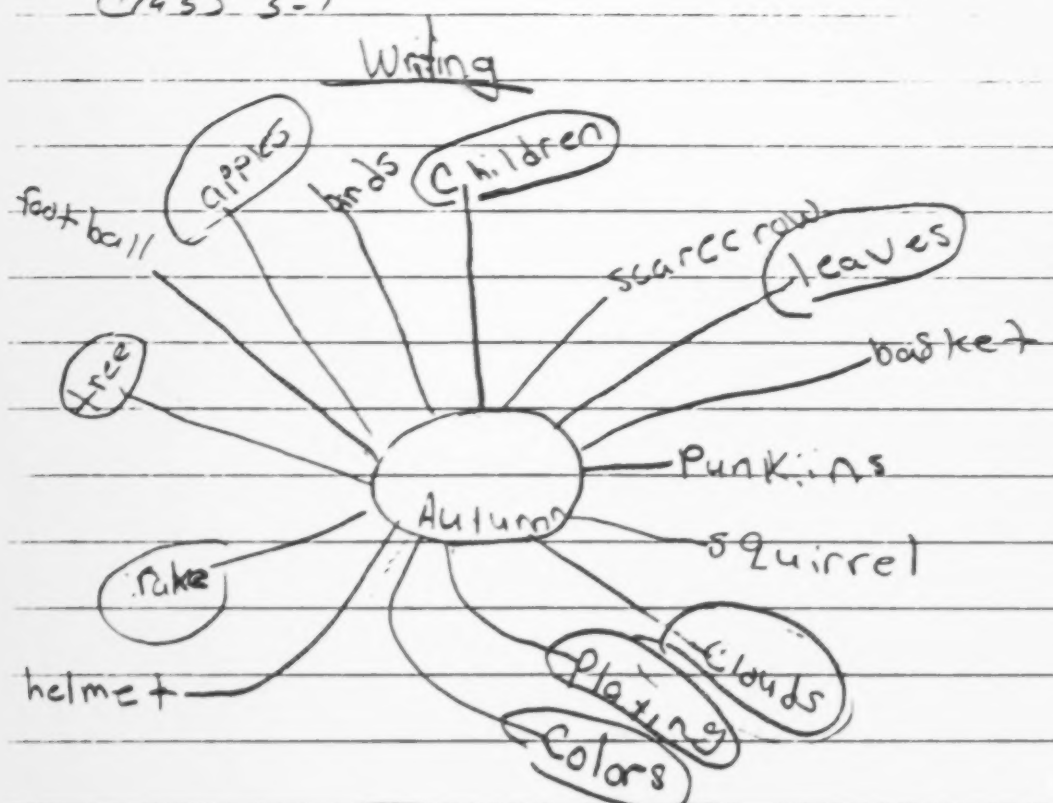
C.E.S. 7.3. Bronx
Class 3-1

Sara Valencig
October 27, 1981



CE 573, Brown
Class 3-1

Jessica Campos
December 8 1987



The boy is raking the leaves

The leaves are different color

The leaves are falling off the tree

C.E. 737-201K
class 31



Tyann Dugre
December 13, 1958

My Balloon Flight

One day I went on a balloon flight with my friend. We did not go very high but it was very good. We saw the world. My friend friend was scared but I said "Do not be scared." We saw a lady hitting a man with her pocketbook. We saw a man laying under the apple tree and an apple fell on his head. That was nice we laughed at them. It was getting dark so we went home.

The
End


CES 43X

Cecilia Gonzalez

Class 3-4

Feb. 16, 1998

Writing Aim: expanding with two describing

1. The black bird fell out of the large ^{short} tree.

2. The big man yelled at the small boy.

3. My big Mother bought me a short coat and a long hat.

4. We looked up in the blue sky and white clouds.

5. The fat baker gave me some delicious cookies.

6. I dived into the clean water and found a heavy stone.

7. The big girl had to fight the giant monster.

8. The kind teacher read us a flat book about witches.

9. We ate sweet hamburgers and tasty french fries.

C.F. 8, 73, Bronx ... Hector Monell

Class 3-2 February 24, 1988

This is Me

If I could pick a job for the future,

I would be happy to be

a policeman so I can get a bag and handle...

I would also like to be a doctor so I can make lot of money and help sick people.

I would not want to be a used car sale man because people will not buy the cars. I would also not want to be a building contractor because I don't want to get rich.

C.E.S. 22, Bronx Hector Monell

Class 3-2

March

Writing

Aim: To expand sentences into a story-

The mouse chased the cat.

Ask wh- questions-

Why did the mouse chase the cat?

How did the mouse chase the cat?

What happened to the cat?

Where did this happen?

When did this happen?

C.I.E.S. 23, Bronx Hector Manell

Class 3-1 March 15, 1988

The Cat With The Cheese

There once was a mouse that chased a cat because the cat had a slice of cheese. The mouse ran fast then the cat ran faster. Then the cat tripped and then out the window the cat went. But the cat came back the next minute and climbed into the house.

7 In the new house that the mouse moved into. It happened this morning at 3:00 A.M. and on the same day the cat trapped the mouse. But at the end the mouse got out of the trap and beat up the cat and finally ate his cheese.



C.E. 2.7.3. Bronx

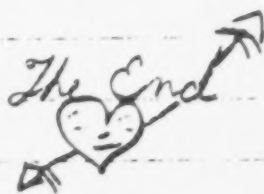
CLASS 31

Tiffany Tuff
March 21, 1935

Cousin.

My Story about my Baby

My baby cousin is a beautiful newborn baby. Sometimes she screams and yells and gives my aunt a headache. We call her T. and they call me T. We call ourselves T and T. She is like a baby sister to me. She is a month old. Even though she is a baby she stares at the tv. She even stares at me when I come home from school. My mother my aunt and I says she eats too much. You must be wondering why we call our self T and T. It's because my name is Tiffany and her name is Tuff. Even though sometimes she is a pain in the neck, I love her very much and I always will.





C.E.S. 73 Bronx
Class 3-1

Betty Ruiz
April 19, 1988

Spring

Spring is one of the best parts of the season.
It is when the flowers start to grow.
It is when beautiful roses grow.
And make people feel good.
The roses smell good.
It is a smelly season.
It makes me feel happy and glad.



CES 73
CLASS 3-8

Saynovia Pagan
April 22 1988

Subject: writing

Aim Can you write about

Why I like Spring?

I like Spring because
it brings pretty flowers
and the weather is
always sixty-five degrees.
In Spring you don't
have to wear winter clothes.
You only have to wear
a light jacket and short sleeves
and sandals.

The

End

CES 73X
CLASS 3-8

Say/novia pagan
May 2 1988

Subject: language arts
Creative writing

Aim: expand Sentence with when? and where?

A) Last year Sleeping Beauty fell asleep
behind a tree.

B) The other day Jack met the giant
around the corner.

C) Five years ago Simple Simon
met a baker down in a hole.

James Green

May 10 1958

The story of The Gup

Once upon a Time there was a
 Giant Creature. This creature would come
 down from Saturn once each year. The
 people in the country were afraid of it.
 One day a brave Knight told everyone
 that he would get rid of the
 creature. He built a big trap. One day
 the creature was trapped. The people thanked the
 brave Knight for saving their lives.

C.E. 573X Eggs Silver

Class 5-2 May 18, 21

Long Tale Fanta:

These pigs once lived alone in a ^{Tink.} old house

They missed their ^{beautiful} mother who had been
killed by a ^{evil} man farmer.

"Let's ^{run away} ~~go away~~ from here," ^{cried} said the first pig.

"We can find ^{better} ~~good~~ jobs in the city

"I have always ^{wished} ~~wanted~~ to live in the city.
don't do anything

"Many people think we are ~~lazy~~.

They say we are ^{messy} ~~dirty~~ animals who ^{are not} eat to ~~live~~

We will show them they are ^{Not right} ~~wrong~~.

CES
Class

73X
3-2

Kracelis
June 8, 1988

The ugly old bullfrog

Once upon a time there was an ugly old bullfrog. He ate anything, even animals. One day a duck came by and said, good morning. The bullfrog just stared at the duck and the ugly old bullfrog ate the duck. The next day a dog came and said you are so old your ugly and the bullfrog got so mad that she ate the dog. Then a man came and when he saw the old bullfrog's stomach that was so fat, he knew he ate the duck and the dog. He killed the ugly old bullfrog. So the old bullfrog was never seen again. They were very happy that the ugly old bullfrog had died.

J.E.S. 13x

Class 3-2

Ariana Simon

May 15 1918

Fairy Tale Fantasy

Three pigs once lived alone in a ^{Jungly} ~~old~~ house.

They missed their ^{gorgeous} ~~nice~~ mother who had been killed
 an ^{evil} ~~evil~~ ~~man~~ ~~man~~.

"Let's ~~go away~~ from here," ^{replied} ~~said~~ the first pig.

"We can find ^{terrific} ~~good~~ jobs in the city.

"I have always ^{wished} ~~wanted~~ to live in the city.

"Many people think we are ^{dirty} ~~dirty~~ ~~dirty~~.

They we are ^{messy} ~~dirty~~ animals who ^{greedy} ~~eat too much~~.

We will show them that we are ^{indifferent} ~~dirty~~.

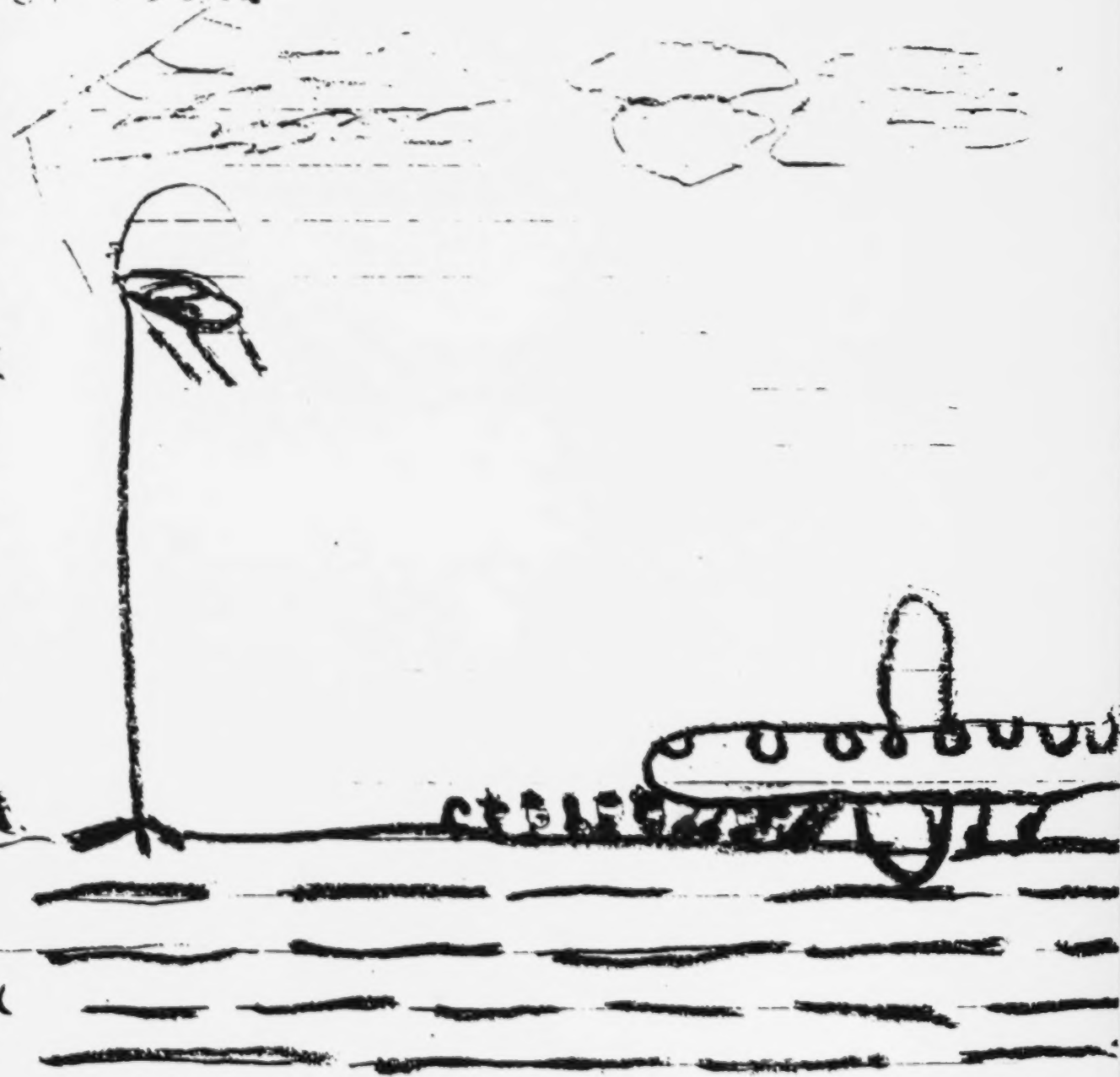
The First People To Go on a Trip

The children's father and to the
greatest teacher ever.

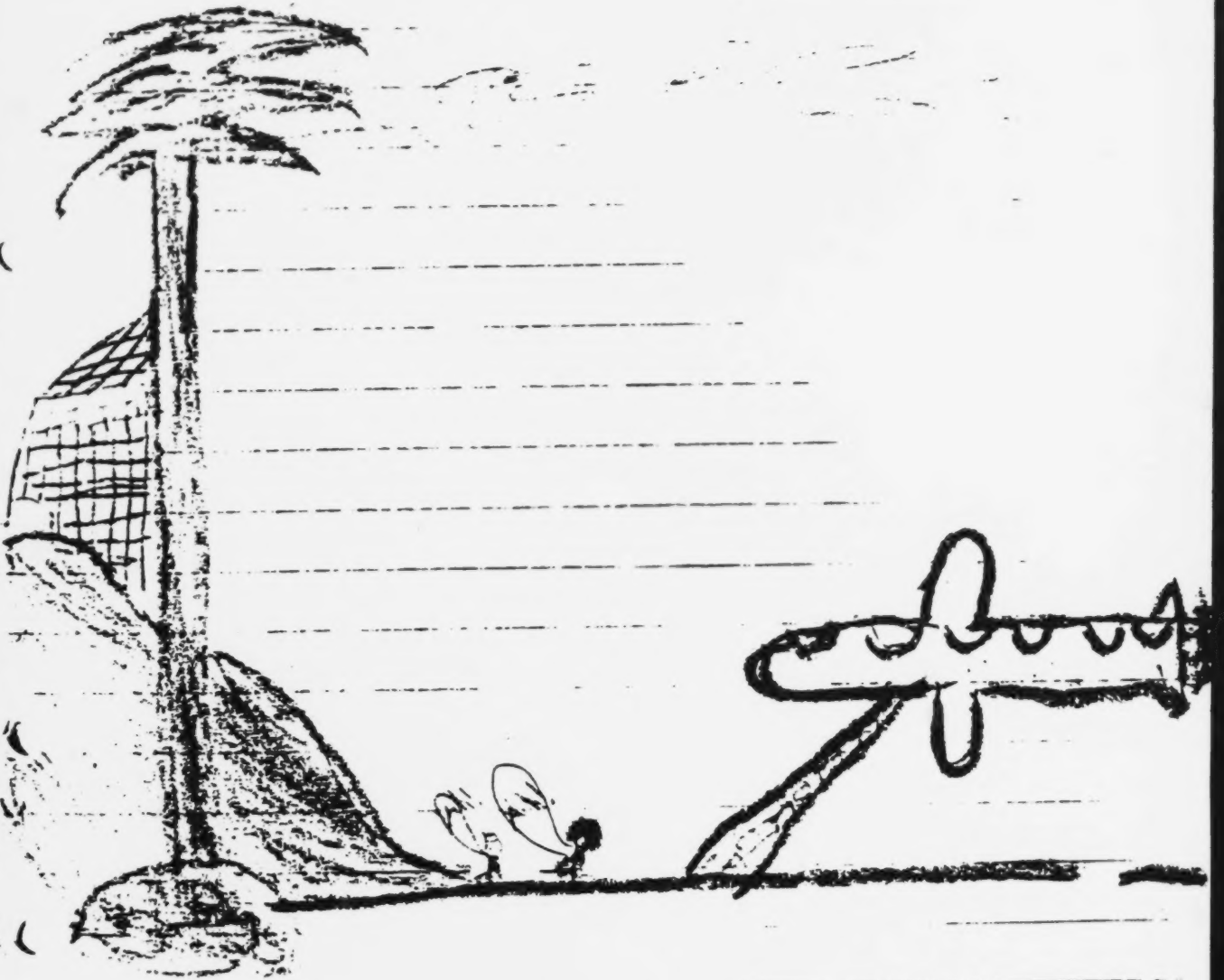
Sally, Rachel, Sally, Tiff and
Mama, Mamma



When they became
 a day or two later. Ever since then they
 have had a dream that they were going
 to town.



Then one day, Marie said,
 we always wanted to go out of town.
 Let's go? She said, said Marie.



They also went to other places, but we can not name them. After they had been to every state, they were known all over the place. Kids did performances about them.

At gas stations they
had posters of them.

At meetings they
had pins that you put on your
uniforms.

Then after all
they died. They were missed by
many.



The
End



THE

CUTE LITTLE KITFEN

Written and Illustrated
By: Bianca Garcia

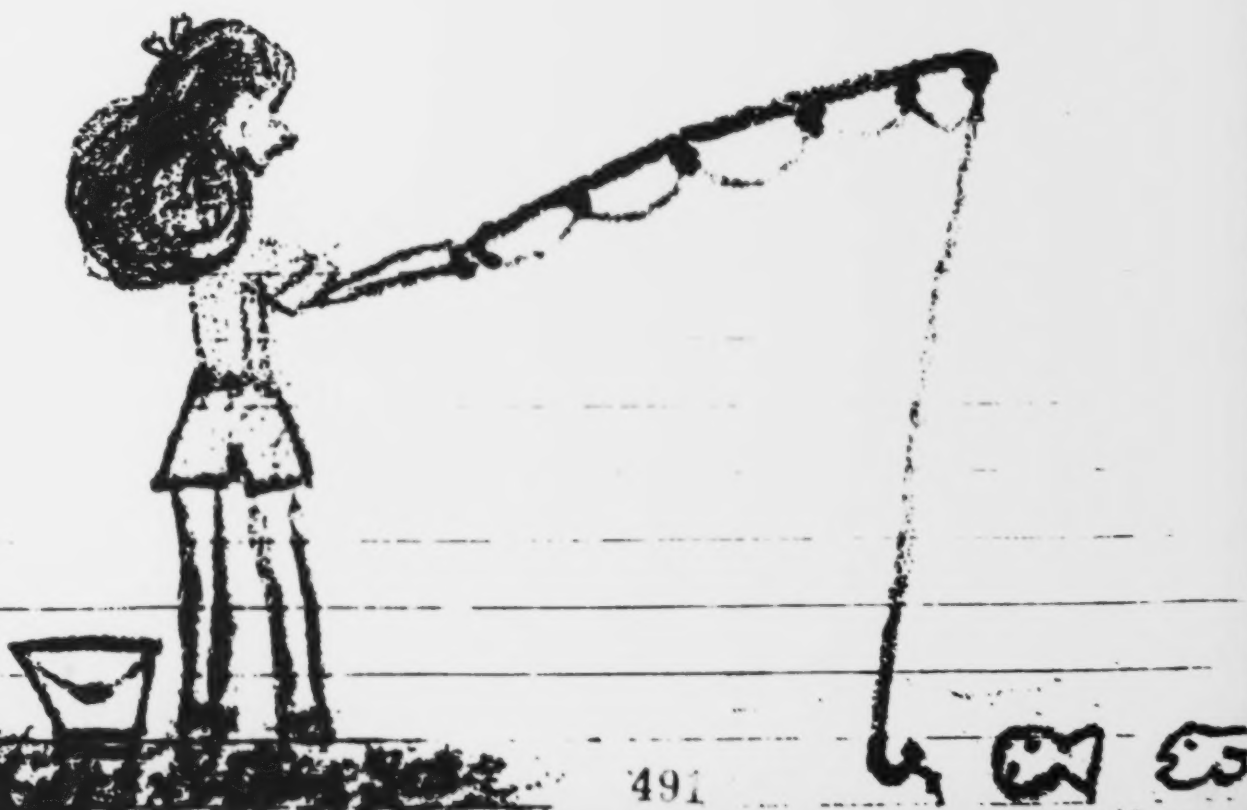
In a little cottage by the shore a
little cat lived with her owner. She
was a smart and playful kitten. Whenever the
sun shined, she would go out and play.



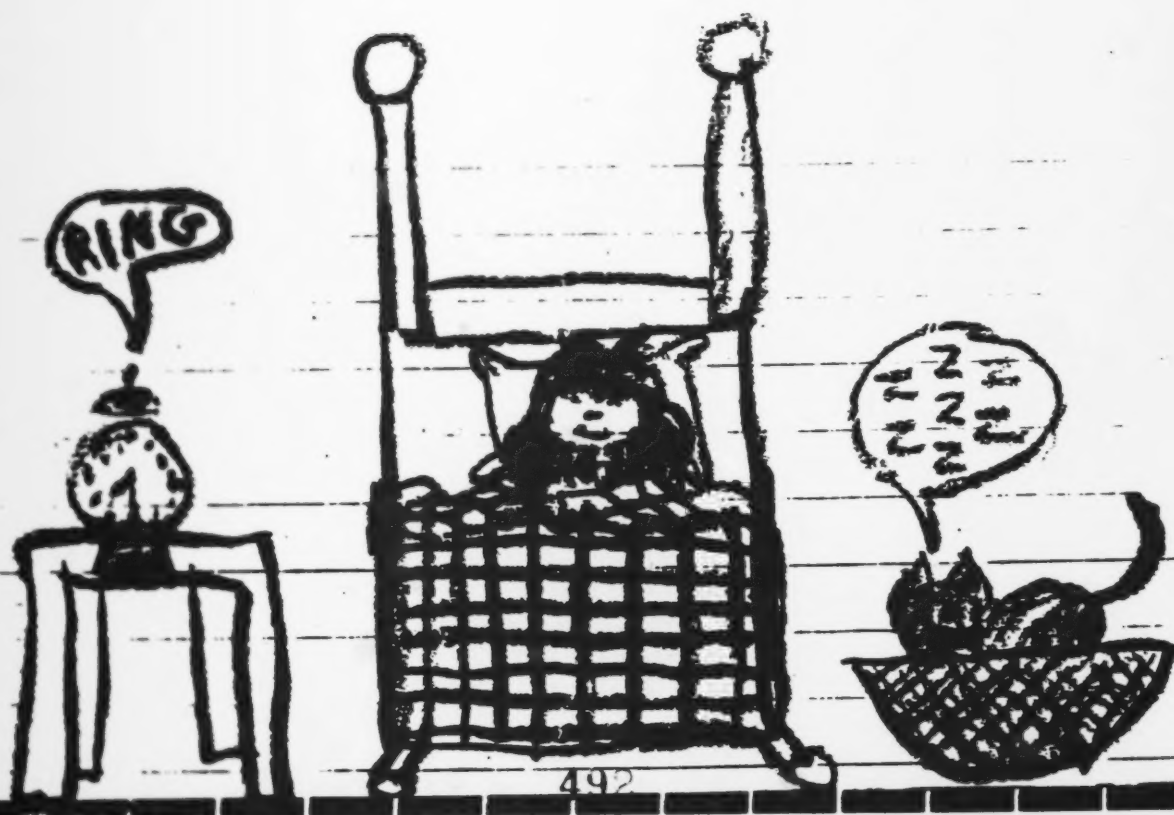
The kitten's owner loved her alot. The kitten was black fur, just like the night. Her owner's name was Helen and the cat's name was Kate. One day, both Helen and Kate went to rest on the sand by the shore. The sun was shining and the sand that they sat on was not so hot.



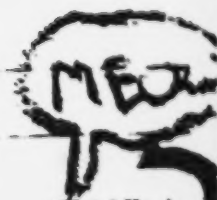
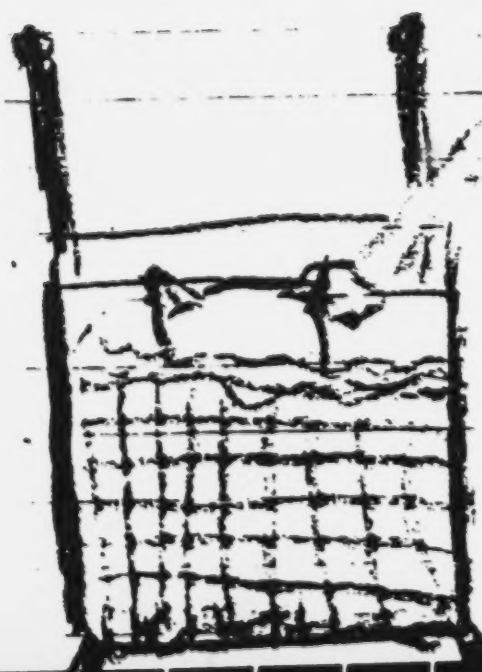
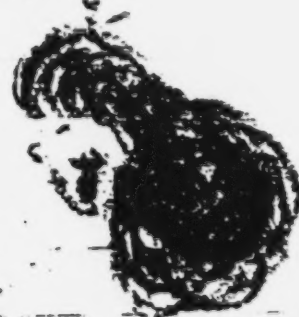
The next day Celene went fishing and caught two fish. She gave one to Kate and ate the other one. After that they went sailing in the lake. At the end of the day they sailed home and sat with the bright moon over them. When it became dark they went home to sleep.



In the morning Kate stayed asleep and Celene woke up at 7:30 a.m. She ate a nice hot breakfast. Two hours later, Kate woke up and they both went hunting for food. When they get home they ate lunch.



When it got dark, they went to
sleep from that day on Cerene and Koko
always stay together. They were friends
for life.





Being friends is what counts.

About the Author

I have one sister and one brother. My mother's name is Gertrude C. Gower and my father's name is Herman E. Gower. My favorite hobbies are collecting and drawing. This is my first book.

What is the difference between a shout and a whisper? You know that a shout is 1 _____. A whisper is soft. You need more air and more force to shout than to whisper. So more air and more force will make a loud noise. A little air and little force will make a 2 _____ sound.

Clap your hands 3 _____. Now clap your hands softly. What is the difference in the sounds? A big 4 _____ makes a loud noise. A small force does not. Now 5 _____ a piece of paper hard. Now shake it gently. Which makes more 6 _____? Blow a whistle gently. What do you 7 _____? Now blow it hard. To make soft sounds you blow gently. To 8 _____ loud sounds, you blow harder. Air and force make the difference between soft sounds and loud ones.

- 1 a) nice b) loud
c) soft d) good
e) needed

- 2 a) finer b) better
c) newer d) softer
e) harder

- 3 a) hard b) apart
c) tomorrow d) later
e) often

- 4 a) voice b) person
c) force d) band
e) piano

- 5 a) fold b) throw
c) wrinkle d) shake
e) press

- 6 a) light b) noise
c) food d) wind
e) claps

- 7 a) taste b) see
c) find d) hear
e) want

- 8 a) see b) want
c) make d) own
e) buy

At night it gets dark. This is true because the **1** _____ goes down. Sometimes the moon comes **2** _____. The sun and the moon give off **3** _____. The sun is much **4** _____ than the moon. The sun gives off much more light.

Light also comes from electric light bulbs. This light is made by **5** _____. Man controls this kind of electricity. Turn on a light. The **6** _____ gets brighter. We can see **7** _____. We turn on lights at night. We turn on lights in a **8** _____ room. We can turn on a light when we need to see better. Brighter lights help us to see better.

- 1** a) moon b) mother
c) star d) planet
e) sun

- 2** a) up b) too
c) here d) over
e) there

- 3** a) fire b) smells
c) rain d) light
e) food

- 4** a) longer b) brighter
c) wetter d) smaller
e) taller

- 5** a) matches b) toys
c) waves d) radio
e) man

- 6** a) day b) bulb
c) room d) sun
e) moon

- 7** a) less b) better
c) some d) worse
e) rays

- 8** a) big b) small
c) tiny d) bright
e) dark

Your teacher may want to show a movie in your class. So she needs a dark room. How does a room get 1 _____? First, we can turn off the 2 _____. Then we can pull the 3 _____. The room gets much darker. We can 4 _____ much less. Movies are always shown in the 5 _____. Light coming through the film is shown on a screen. Light from lamps and windows is stopped. This helps us see the film clearly.

It is easier to make a room dark on a 6 _____ day. The clouds block the 7 _____. Clouds move across the sun. They block the sun's 8 _____. Cloudy days are darker than sunny days.

- 1 a) hot b) cold
c) light d) dark
e) wet

- 2 a) radio b) lights
c) water d) TV
e) tap

- 3 a) shades b) strings
c) baby d) switch
e) sled

- 4 a) hear b) smell
c) see d) taste
e) feel

- 5 a) house b) year
c) hall d) morning
e) dark

- 6 a) sunny b) bright
c) cloudy d) blue
e) fine

- 7 a) movie b) moon
c) stars d) sun
e) people

- 8 a) voice b) face
c) touch d) light
e) color

What is a shadow? When do you see
 1 _____? Why do you see them? A
 shadow is made when some 2 _____ is
 stopped. Hold your hand in front of a light in a
 dark room. You are blocking some of the light.
 Now look at the 3 _____ in front of
 the light. What do you see on it? It is a shadow.
 What 4 _____ does the shadow have?
 Hold your 5 _____ closer to the wall.
 What happens? The 6 _____ of your
 hand becomes darker. It also becomes clearer
 as you get 7 _____ to the wall.

Now try to make a shadow with a toy. The
 shadow moves when you move the toy. You can
 see the toy 8 _____ when you move it
 closer to the wall. It is darker and clearer then.

- 1 a) people b) toys
 c) lights d) books
 e) shadows

- 2 a) sleep b) body
 c) lady d) light
 e) fun

- 3 a) wall b) light
 c) toy d) chair
 e) shadow

- 4 a) name b) shape
 c) color d) face
 e) clothes

- 5 a) candle b) light
 c) lamp d) hand
 e) face

- 6 a) skin b) nails
 c) shadow d) size
 e) shape

- 7 a) closer b) off
 c) pulled d) pushed
 e) around

- 8 a) again b) better
 c) faster d) slower
 e) sooner

UNIT 40

People all over the world _____ 1 _____ apples. Apple trees grow just about everywhere in the world, except in the very hottest and coldest _____ 2 _____ of the earth.

Many of the apple trees in the United States were started long ago by a man named John Chapman. He _____ 3 _____ across the country with bags of apple seeds and helped people grow apple _____ 4 _____. He became known as Johnny Appleseed.

There are quite a few kinds of apples. Every kind is rounded but each kind has a small difference in shape from other kinds. They come in _____ 5 _____ of deep or bright red, pink, yellow, and green. Some are very sweet, though others are _____ 6 _____. Some apples are harder or drier than others.

Apples are used in many ways. People like most of all to eat them _____ 7 _____. Some apples are dried, canned, and frozen. Apple pie, baked apples, candied apples, and apple cakes are tasty dishes made with apples. Apples are also used for jelly, apple butter, and several fruit _____ 8 _____.

When are apples usually picked? Most of them get ripe in the fall, and at that time many people like to _____ 9 _____ their own apples. Some apple growers let people pick apples from their trees. The people pay less money than they would pay to buy the apples in stores. Families often spend time together picking baskets of apples. Then they take them home and _____ 10 _____ them in their favorite ways.

- | | |
|----------------|--------------|
| 1. (A) bat | (B) flip |
| (C) sew | (D) eat |
| 2. (A) parts | (B) fences |
| (C) sidewalks | (D) pipes |
| 3. (A) skated | (B) traveled |
| (C) peeled | (D) grazed |
| 4. (A) pies | (B) cakes |
| (C) trees | (D) butter |
| 5. (A) tricks | (B) colors |
| (C) groans | (D) cheers |
| 6. (A) bitter | (B) gentle |
| (C) funny | (D) lazy |
| 7. (A) spoiled | (B) dented |
| (C) salted | (D) fresh |
| 8. (A) aprons | (B) wastes |
| (C) drinks | (D) jars |
| 9. (A) wear | (B) pick |
| (C) hatch | (D) shoot |
| 10. (A) borrow | (B) prepare |
| (C) declare | (D) fasten |

UNIT 41

You can give your face a different look by putting on makeup. Your new face can make you look 1 someone else, or it can 2 you look older, younger, or more handsome.

1. (A) above
(C) near

- (B) like
(D) till

2. (A) make
(C) decide

- (B) notice
(D) think

Why do people use makeup? Some people make up their faces for fun on special 3, such as Halloween. People who act on stage want their faces to be like the faces of the people whose parts they are playing. Other people 4 makeup to make their faces more beautiful.

3. (A) dreams
(C) days

- (B) frowns
(D) strings

4. (A) throw
(C) smell

- (B) drink
(D) use

You may want to 5 how to put on makeup for fun. First, cover your face with cold cream. Then pat on some flour. Use some red lipsticks and dark makeup 6 to draw a different shaped mouth, redder cheeks, or larger lines around your eyes.

5. (A) match
(C) waste

- (B) shake
(D) learn

6. (A) pencils
(C) clouds

- (B) rooms
(D) horses

People who act on the stage use makeup in 7 ways. They may give their faces stronger lines and extra color. If they are supposed to be older, they draw lines for wrinkles and put darker color on their cheeks to make them look caved in. To make cuts or scars, they also 8 marks. They sometimes use make-believe noses or beards.

7. (A) empty
(C) hungry

- (B) clever
(D) noisy

8. (A) tie
(C) draw

- (B) blink
(D) kick

9. (A) bath
(C) writing

- (B) cake
(D) living

Many people make a 9 by selling makeup. They often talk customers into having their 10 made up without cost. Customers are usually pleased with the way they look.

10. (A) names
(C) feet

- (B) faces
(D) clothes

Bread is the most widely eaten _____ 1 _____ in the world. People can buy or make a lot of bread without spending too much money. Most people like bread so well that they _____ 2 _____ it in some form at every meal.

The history of bread goes back thousands of years. People first _____ 3 _____ grain seeds as food. Later, they pounded the seeds to a flour between stones, added water, and made cakes that were baked in the sun. This early bread was hard and flat. It is still used in _____ 4 _____ countries today.

Most bread of today is left to puff up like a _____ 5 _____ before it is baked. Tiny plants, called yeasts, make the bread puff up or rise. The yeasts change part of the flour into sugar. Then they change part of the sugar into a gas. The bubbles of gas make holes and _____ 6 _____ up the bread.

The puffed-up bread is pounded and rolled again before it is baked. More water and other things are _____ 7 _____, and it is mixed and worked again. Then it is shaped into _____ 8 _____, put into pans, and baked. After it comes out of the oven, it is cooled and wrapped.

Different kinds of _____ 9 _____ and other things are now used to make flour for bread. Wheat is used most often. Rye, oats, corn, rice, and barley are other grains used. In some countries, _____ 10 _____ flour is made from beans, potatoes, and even grass and nuts.

- | | |
|----------------|-------------|
| 1. (A) food | (B) spark |
| (C) flower | (D) leader |
| 2. (A) drink | (B) eat |
| (C) train | (D) win |
| 3. (A) wore | (B) hopped |
| (C) chewed | (D) saw |
| 4. (A) round | (B) tall |
| (C) some | (D) pink |
| 5. (A) card | (B) board |
| (C) button | (D) balloon |
| 6. (A) puff | (B) dig |
| (C) crawl | (D) climb |
| 7. (A) found | (B) added |
| (C) lost | (D) burned |
| 8. (A) lands | (B) castles |
| (C) harps | (D) loaves |
| 9. (A) animals | (B) trees |
| (C) grains | (D) cars |
| 10. (A) window | (B) bread |
| (C) metal | (D) candle |

UNIT 43

The chipmunk is a small 1 that looks like its larger cousin, the squirrel. It is from seven to eleven inches long with light and dark bands on its face, back, and sides. It has a white nose and a long tail. In each of its cheeks there is a pocket for carrying 2.

During the spring and summer, the chipmunk 3 plenty of food. It eats grains, seeds, nuts, wild fruits, small animals, insects, and berries. The chipmunk carries extra food to special rooms in its home under the 4. It will use this food during the winter.

The chipmunk makes a comfortable home under the ground. It 5 the loose dirt out of holes with its nose and paws. It digs tunnels that lead into bedrooms and into 6 rooms for storing food. The chipmunk always smooths out the dirt on top of its house so no one can find it.

When winter comes, the chipmunk 7 into its home. In very cold weather, it may sleep for a long time. It eats every now and then when it gets 8.

Chipmunk babies are 9 in the spring. There may be as many as four. They are very tiny and don't have much shape. At first they just sleep, squeal, and drink their mother's 10. After two weeks they can stand, and after a month they look like their parents. By the end of the summer, they are ready to build homes of their own.

- | | |
|----------------|--------------|
| 1. (A) lassie | (B) seedling |
| (C) saw | (D) animal |
| 2. (A) food | (B) wood |
| (C) bricks | (D) tunes |
| 3. (A) thanks | (B) finds |
| (C) cooks | (D) spins |
| 4. (A) ocean | (B) ground |
| (C) wire | (D) hatch |
| 5. (A) buzzes | (B) chews |
| (C) pushes | (D) signals |
| 6. (A) special | (B) fearful |
| (C) school | (D) unhappy |
| 7. (A) hangs | (B) sells |
| (C) curls | (D) goes |
| 8. (A) tired | (B) hungry |
| (C) narrow | (D) full |
| 9. (A) worn | (B) obeyed |
| (C) born | (D) kicked |
| 10. (A) milk | (B) paint |
| (C) soup | (D) coffee |

5. Manhattan

New York City is made up of five boroughs. The main 1 is the island of Manhattan. Most of New York City's tourist attractions are located on this island. Let's take a tour of Manhattan!

We start at the tip of Manhattan called "The Battery." You can catch a boat here that will take you to the Statue of Liberty. Miss Liberty is on an island in New York Harbor.

As we leave this area, we come to the Wall Street area. This is the 2 capital of the world. The New York Stock Exchange is located here. Millions of stocks from hundreds of companies are traded here every day. The streets are very narrow and the buildings are tall.

Not so far from Wall Street are two 3 buildings. They are called the World Trade Center. Some people call them "Twin Towers." They look exactly alike and they are each over one hundred floors. Thousands of people work in these two buildings.

As we go uptown, we next get to Greenwich Village. It is here we find quaint shops and galleries. Many artists live in this area of the city.

Going farther north, we arrive at Midtown Manhattan. Some of the world's most famous 4 can be found here. Macy's, the world's largest store, is twelve stories high and fills up an entire city

1. a. attraction
b. island
c. neighborhood
d. borough
e. settlement

- 2 a. entertainment
b. art
c. financial
d. movie
e. music

3. a. more
b. gigantic
c. different
d. ancient
e. circular

4. a. candies
b. restaurants
c. actors
d. stores
e. hotels

block. Thousands of people arrive to shop in this building each day. Most arrive by trains that run underground. Some arrive by cars. That is why Manhattan has such terrible 5 problems.

Besides the stores and office buildings, most of the tourist attractions are in this area. Almost all visitors who come to Manhattan see at least one Broadway show. They also visit Central Park, which is a giant park in the center of the island. There are hundreds of museums and churches that get 6 as well.

Just north of Central Park is an area of town called Harlem. Many famous Black musicians and performers grew up in this area.

Some of the world's richest and poorest people live in Manhattan. It is indeed a borough of 7.

5. a. drug
b. traffic
c. racial
d. construction
e. corruption

6. a. visited
b. painted
c. cleaned
d. burglarized
e. destroyed

7. a. liberty
b. opportunity
c. entertainment
d. contrasts
e. riches

PRACTICE TESTS IN READING AND MATHEMATICS FOR GRADE 3

READING TEST

TO THE STUDENT

This is a test to find out how well you read. Do your best to read the passage and answer the questions. Work carefully and do not rush. You will be given as much time as you need.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

DIRECTIONS

This practice test contains one story. In the story some words are missing. Wherever a word is missing, there is a line with a number on it. Next to the story you will find the same number and five words. Choose the word that makes the best sense in the blank. On your answer sheet in the part for the reading test, find the same number as the blank. Then fill in the circle that has the same letter as the word you have chosen.

To make sure that you know what to do, find the box with Samples S-1 and S-2 for the reading test on your answer sheet. Read Sample S-1 below and see how the right answer has been marked on your answer sheet. Then read Sample S-2 and mark the answer on your answer sheet.

SAMPLES

It was sunny and hot for days. Then the S-1 changed. It turned cloudy and cool.

- S-1 a) price b) road
c) job d) weather
e) size

It isn't safe to go out today. There was too much S-2 yesterday. Many streets are flooded with water.

- S-2 a) rain b) food
c) mail d) noise
e) work
-

Look at the answer for Sample S-1. The letter d is marked because the word weather makes the best sense in the blank.

For Sample S-2, you should have marked the letter a because the word rain is the word that makes the best sense in the blank.

As you can see, you may not be sure of the answer to a question until you have read the sentences that come after the blank. So be sure to read enough to answer the questions.

If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

Dogs help blind people. Many blind people stay home. They won't go out alone. They are afraid to go out because they cannot see. They think they may fall. They think they may get lost. Such fears are not foolish. There really are many ____ 1 _____. Blind people often do need help. But they may not want to ask anyone to help them. They may get a dog instead. It is called a seeing eye dog. It sees for them.

- 1 a) dangers b) masters
c) jobs d) expenses
e) tests

The ____ 2 ____ helps a lot. It is a guard. It is a leader. It is a friend. The dog and its owner go out together. The dog looks. It listens. It thinks. The dog makes sure the way is safe.

- 2 a) color b) doctor
c) animal d) sound
e) exercise

The dog must obey. But it must also know when not to obey. Good ____ 3 ____ is important. The owner may say "Go." But a car may be coming. Then the dog must not go.

- 3 a) progress b) sense
c) company d) food
e) health

Most dogs cannot be seeing eyes. They would not be able to do this work. They would 4. Seeing eye dogs must be smart. They must be able. They must be true. Few dogs are chosen for this work. Those that are picked go to school. They have good teachers. They are trained. They work hard. And they 5. Soon they know what to do.

- 4 a) jump b) search
c) hear d) fail
e) approach

- 5 a) drink b) hunt
c) learn d) bark
e) escape

Many blind people want seeing eyes. But there are very few of these dogs to be had. Somebody who wants a dog must ask for one. Then the person must 6. It may take a long time to get a dog. Months may pass.

- 6 a) wash b) dress
c) wait d) finish
e) improve

The dog and its owner will work together. They will live together. So they must get along well. All dogs are not the same. Neither are all people. The dog and its owner must suit each other. For this reason, the dog must be chosen carefully. A blind person can't be given just any seeing eye dog. It must be the 7 one.

- 7 a) fastest b) first
c) largest d) right
e) youngest

* * * * *

2. Norway

Norway is a long, narrow country. It is located next to Sweden. It borders two 1. The Atlantic Ocean is its western border. The Arctic Ocean is its northern border. The capital of Norway is Oslo. Oslo is a large city. The country of Norway runs north and south. It is not very wide from east to west.

Norway has many 2 in it. The mountains rise steeply from the ocean on the west coast. The Atlantic Ocean fills the valleys between the mountains. These water-filled valleys are called fiords. Some 3 are as long as 100 miles.

With most of the country so close to the ocean, fishing is a big industry in Norway. Fleets leave from many port cities. These fishing ships do not use fishing rods to catch fish. They use big 4. First the fishermen lay out the nets. They mark the location of the nets and then go on to lay others. Soon they return and lift the nets into the boats.

Thousands of fish get caught in the nets. Norway is famous for a small fish called a sardine. Sardines are canned in Norway. They are then shipped to all parts of the world. The fish are frozen or packed with ice to keep them from spoiling. It is very hard work to be a 5 there. The weather is cold and some stay away from home for long periods of time.

1. a. cities
b. rivers
c. countries
d. deserts
e. oceans

2. a. cities
b. mountains
c. people
d. lakes
e. streams

3. a. fiords
b. streams
c. countries
d. lakes
e. parks

4. a. cranes
b. athletes
c. nets
d. cannons
e. machines

5. a. farmers
b. laborer
c. fisherman
d. housewife
e. painter

The fiords with their tall mountains surrounding them are popular tourists spots. In the winter it gets very cold in Norway. Some of the best skiing in the world is done on the mountains in Norway. People come from all over the world to ____6____ in Norway. Many people also come to Norway in the summer. Summer days are long. Some parts of Norway get sixteen to eighteen hours of sunlight on a summer day. On Norway's west coast is the Seven Sisters Waterfall. This is a beautiful place visited by many tourists. It is seven seperate waterfalls falling into a fiord. It is a ____7____ sight. Most visitors take lots of pictures there. Before visitors go home they are sure to visit Oslo. Oslo is the biggest city and capital of Norway. It is a busy port where goods made in Norway are shipped all over the world. The city has many parks and beautiful houses.

6. a. ski
b. dine
c. rest
d. study
e. fish

7. a. high
b. pretty
c. sunken
d. sunny
e. dangerous

UNIT 4

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When you talk about gold, what other precious metal comes to mind? It 1 like gold but is more pale, almost white. Some of the most useful and beautiful things in the world are made from this 2. It is silver.

Silver is 3 from rocks in the ground. These may be near the surface or thousands of feet under the ground. Although silver mines are found in many parts of the world, 4 that mine the most silver today are Mexico, the United States, and Canada.

Wonderful things can be done with silver. Since it is harder and stronger than gold but softer than most metals, it is often hammered out into very 5 sheets. Sheets of silver can be made so thin that light will shine through them. Silver can be made into wires finer than the 6 on a person's head.

Silver has many uses. People 7 rings of silver on their fingers, arms, or necks, in their ears, and even in their noses. Beautiful pitchers, bowls, trays, knives, forks, and spoons are made of silver. Silver is used to make fine electric wires and 8 parts in airplane engines. Mirrors are made with silver.

Many coins around the world still have some silver in them, but countries now make more 9 of less costly metals. In the United States, dimes and quarters no longer have any silver in them. Silver is still 10 in fifty-cent pieces and silver dollars.

- | | |
|-----------------|---------------|
| 1. (A) smells | (B) borrows |
| (C) steals | (D) shines |
| 2. (A) metal | (B) plant |
| (C) animal | (D) place |
| 3. (A) mined | (B) felt |
| (C) hurt | (D) called |
| 4. (A) pools | (B) countries |
| (C) seas | (D) farms |
| 5. (A) dark | (B) puffy |
| (C) thin | (D) fat |
| 6. (A) toes | (B) joy |
| (C) blood | (D) hairs |
| 7. (A) wear | (B) sneeze |
| (C) marry | (D) package |
| 8. (A) greedy | (B) important |
| (C) no | (D) cheerful |
| 9. (A) markets | (B) dolls |
| (C) coins | (D) foxes |
| 10. (A) dropped | (B) eaten |
| (C) found | (D) scratched |

UNIT 5

472

Plants are a form of life, just as animals are a form of life. Plants are able to grow, _____ 1 _____ themselves if hurt, and change to fit their surroundings. They are able to make, or help make, _____ 2 _____ plants like themselves.

There are some ways in which plants are different from animals. Plants continue to _____ 3 _____ as long as they live, but animals stop growing when they reach a certain age. Most plants stay in the same place all their lives, while animals move around from place to place. Most plants can make their own _____ 4 _____, while animals must hunt for food, often getting it directly from plants.

Plants grow in most parts of the _____ 5 _____. They are found in gardens, or farms, on mountains, and in oceans. They even grow in very dry or icy _____ 6 _____ places.

People and animals could not live without plants. Part of the _____ 7 _____ people and animals breathe is made by plants. The food that people eat also comes from plants or from animals that eat plants. _____ 8 _____ for building houses comes from trees, which are large plants. Much cloth also comes from plants.

Millions of people raise plants for themselves and for others. They _____ 9 _____ seeds into the ground and care for the plants that come up until the plants are ready for use. Each kind of plant _____ 10 _____ its own special kind of care.

- | | |
|-------------------------------|--------------------------|
| 1. (A) jump
(C) crown | (B) repair
(D) say |
| 2. (A) no
(C) more | (B) half
(D) book |
| 3. (A) grow
(C) blink | (B) pull
(D) squeal |
| 4. (A) rides
(C) time | (B) pigs
(D) food |
| 5. (A) street
(C) rain | (B) world
(D) moon |
| 6. (A) warm
(C) cold | (B) hot
(D) far |
| 7. (A) tree
(C) paint | (B) noise
(D) air |
| 8. (A) Hair
(C) Wood | (B) Fur
(D) Metal |
| 9. (A) put
(C) nail | (B) fry
(D) behold |
| 10. (A) mutters
(C) writes | (B) refuses
(D) needs |

UNIT 6

Why do people in all countries _____ 1 _____ buses to school, to work, and to faraway places? Buses can go where trains and airplanes cannot. Buses do not cost as much to travel on. Even though buses may not move as fast as airplanes and trains, they sometimes take people between two places faster. This is because they may travel a more _____ 2 _____ way, or may leave more often, or at better times.

Buses come in different sizes. A _____ 3 _____ bus can carry only eight or ten people. A large bus might have seats for fifty to seventy people and have standing _____ 4 _____ for more.

Thousands of yellow school buses carry millions of children to _____ 5 _____ every year. Most of these buses have seats placed quite close together to fit in as many children as possible. Schools may own their own buses or _____ 6 _____ for service from bus companies.

City and town buses _____ 7 _____ people for short distances. The seats of these buses are close together, and there is standing room as well. Most city buses have two doors so that people can get on and off quickly. More than half of the _____ 8 _____ within cities and towns is by bus.

Long-distance buses have comfortable seats that can be _____ 9 _____ to different positions. They have places for storing bags. Many have washrooms. They give people the chance to travel across huge stretches of _____ 10 _____, from state to state or country to country. 515

- | | |
|-------------------------------|------------------------------|
| 1. (A) bake
(C) fly | (B) tug
(D) ride |
| 2. (A) direct
(C) hungry | (B) wrong
(D) sandy |
| 3. (A) cake
(C) small | (B) large
(D) green |
| 4. (A) lamp
(C) ice | (B) room
(D) skin |
| 5. (A) classes
(C) ranches | (B) offices
(D) companies |
| 6. (A) hear
(C) say | (B) pay
(D) bow |
| 7. (A) steal
(C) drill | (B) fly
(D) carry |
| 8. (A) mailing
(C) travel | (B) eating
(D) trade |
| 9. (A) moved
(C) carried | (B) washed
(D) signed |
| 10. (A) sea
(C) mud | (B) land
(D) sky |

UNIT 1

Many boxes are made of paper or wood. They are used to _____ 1 _____ things. People put fruits and other foods into boxes. They also put pretty flowers in window boxes. Children like to play in boxes full of sand.

1. (A) knock
(B) hold
(C) splash

It has been said that books are like friends. They tell good stories. They take people to _____ 2 _____ they have never been. They can make people laugh or cry. Books tell about many things.

2. (A) shirts
(B) dollars
(C) places

Feeding the birds on cold winter days is a kind thing to do. Birds have trouble finding food when the ground is hard or covered with _____ 3 _____. Peanut butter, seeds, and pieces of fat please the birds.

3. (A) grass
(B) snow
(C) forest

Walls can be changed to make rooms look different. They can be painted a new _____ 4 _____. Wood or make-believe wood can be put on walls. Pretty paper can also be put on walls for a new look.

4. (A) color
(B) door
(C) face

People who are very big are called giants. Real giants can be _____ 5 _____ at a circus. There are books about real giants. There are also stories of make-believe giants who were very big and strong.

5. (A) made
(B) hit
(C) seen

The fingers are parts of the hands. Each hand has five fingers at the end of it. The fingers are used to _____ 6 _____ up things. They are also used for counting, pointing, and doing many other things.

Chairs are for people to sit in. There are chairs for little people and big people. There are chairs that rock. Chairs with _____ 7 _____ can be pushed around. Some chairs turn around and around and go up and down.

Deer are animals that live in forests. They eat leaves and plants. Deer can run very fast. They often spring off the _____ 8 _____ with all four feet at once. They jump over just about anything in their way.

Water towers store water for towns and cities. They _____ 9 _____ the water until it is needed in homes for washing and drinking. When there isn't much rain, water from towers is also used for gardens.

A shovel is used for digging. It has a long _____ 10 _____ at the end of a flat part. The flat part cuts into ground or snow. The flat part also carries the earth or snow to a pile.

6. (A) wag
(B) shout
(C) pick

7. (A) wheels
(B) bottles
(C) cages

8. (A) rocket
(B) elevator
(C) ground

9. (A) burn
(B) keep
(C) swim

10. (A) handle
(B) street
(C) shop

UNIT 2

Dishes hold food. Big dishes and small dishes come in many _____ 1 _____ and shapes. Bowls, cups, and pitchers hold soups and drinks. Large plates are used for dinner. Smaller plates are used for lunch.

1. (A) bottles
(B) pockets
(C) colors

Some people go to school at night. They must go to work and earn money during the day. It is not always easy to listen and think after working _____ 2 _____ all day. People in night schools really want to learn.

2. (A) hard
(B) little
(C) big

Why do people climb trees? They may want to pick fruit on the tree. Maybe they just want to get up _____ 3 _____ and look down. Sometimes people climb trees to hide in the top branches.

3. (A) low
(B) early
(C) high

Lady Luck is another name for the ladybug. It is red with large black spots. Ladybugs _____ 4 _____ good luck to farmers. They eat other bugs that hurt fruit trees. Farmers like ladybugs to fly around their trees.

4. (A) yell
(B) bring
(C) buy

Fences are often put around yards, gardens, fields, or farms. They _____ 5 _____ where someone's land ends. They also keep people or animals in or out. Most fences are made of stone, wood, or wire.

5. (A) push
(B) show
(C) pull

A cutting board is what its name says it is— a board for cutting things on. Every kitchen _____ 6 _____ one of these hard, smooth boards of wood or glass. It is handy for cutting fruits, meats, and other foods.

- 6. (A) burns
- (B) seats
- (C) needs

Most barns are found on farms. Barns are big _____ 7 _____ for horses, cows, and sheep. Animals sleep in barns and go into them when it gets too cold. Barns also store bedding and feed for animals.

- 7. (A) people
- (B) houses
- (C) wagons

At picnics people eat outside. They find a pretty spot in a park or in the woods. They take along things to _____ 8 _____. They sit on the grass or at a picnic table to eat their food.

- 8. (A) eat
- (B) say
- (C) tie

Summer is a time of light and flowers. It is the hottest part of the year. People talk and walk _____ 9 _____. Some people pick food from their gardens. Others take trips to the beach or to the mountains.

- 9. (A) indoors
- (B) inside
- (C) outside

The zoo is an exciting place to visit. All kinds of animals live in cages. Other zoo animals live in small fields or woods with _____ 10 _____ around. People may handle the animals in some zoos.

- 10. (A) pencils
- (B) chairs
- (C) fences

Appendix U

C.E.S. 73
District Nine

Lois Turetzky
Interim Acting Principal

INFORMAL OBSERVATION REPORT

Class _____
Teacher _____

Date _____
Time Frame _____

Class Activity and General Tone:

Register _____ Attendance _____ Program Card _____

Side Bulletins: Fully Activated _____ Current _____ Partially Activated _____

Outdated _____ Inadequate _____ News _____

Cultural Corner: Fully Activated _____ Not Activated _____

Fire Drill Chart: Posted _____ Not Posted _____

Sign-Out Book/Sheet: Activated _____ Not Activated _____

Room: Clean _____ Untidy _____ Heat _____ Lights _____ Windows _____

Corridor Areas (outside room): Clean _____ Untidy _____

Recommendations and Assistance:

Commendation

Supervisor _____

Teacher _____

C.E.S. 73
1020 Anderson Avenue
Bronx, New York 10452

Lois Turetzky, Interim Acting Principal
Geraldine Gregg, Interim Acting Assistant Principal
Naomi Martin, Staff Developer

Week of: _____ Date Due: _____ Date Received: _____

To: _____ From: Mrs. Turetzky, I. A. P. _____

Lesson Plan Review:

1. Plans are indicated for all instructional areas. _____
2. Appropriate statement of aim or objective is included for each subject area. _____
3. Appropriate indication of methods _____ and procedures _____ are indicated for each subject area.
4. Plans reflect evidence of cloze _____, writing strategies _____ and a read aloud _____ component.
5. Plans reflect implementation of district curriculum specifically: CIMS Math _____ Road to Reading _____, Teacher's Guide for Instruction _____ and Minimum Teaching Essentials _____, Cloze Strategies _____
6. Titles and pages of texts and manuals used are indicated. _____
7. Daily homework assignments are included as per the school's homework policy _____ Daily reading assignment given _____
8. Provision is made for individual help of specific students, particularly those performing below the state reference point for the grade. _____
9. Use of PRI Yes _____ No _____ B. Use of MAT Yes _____ No _____
10. Plans include items for special emphasis or recognition. _____
11. Plans show evidence of enhancing the curriculum through the use of Audio Visual materials. _____
12. Rexos are submitted with plans. Yes _____ No _____

Comments:

C.E.S.73
1020 ANDERSON AVENUE
BRONX, NEW YORK 10452
212-992-1590

LYNWOOD C. COOPER, PRINCIPAL
MAGDALENA FIGUEROA, ASSISTANT PRINCIPAL
LOIS TURETZKY, ASSISTANT PRINCIPAL

STUDENT NOTEBOOK REVIEW

TEACHER _____

CLASS _____

DATE _____

<u>NAME</u>	<u>ORGANIZATION</u>	<u>NEATNESS</u>	<u>CONTENT</u>	<u>CORRELL</u>	<u>TOTAL</u>

Comments:

Supervisor: _____

Teacher: _____

Key: 1 - Unacceptable
2 - Poor
3 - Average
4 - Good
5 - Excellent

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Correlation = Evidence of skills taught as related to reinforcing activities
observed in notebook.

"They're having a 'Most Beautiful Cat' contest in the park on Sunday and I'm going to enter Oliver," Sally told her big brother.

"That animal of yours is the poorest excuse for a cat that I have ever seen in my life! Oliver can't even purr very well," Phil laughed.

"Just you wait, Phil. When I get finished, Ollie will win a prize." Sally picked up the cat and went into her room. She mixed a few colors of her fingerpaints and then rubbed them into Oliver's fur, adding a few extra dots here and there. "What do you think now, Phil?"

Phil laughed so hard tears rolled down his face. "That's great, Sally. Only now you can't enter Oliver as a cat. He looks just like a ladybug with a tail."

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1. The main idea of the story is:
 - a. entering a cat in a contest
 - b. a fingerpainting project
 - c. a cat that doesn't purr
2. Phil was sure that Oliver would not
 - a. win the contest.
 - b. learn to purr.
 - c. lose his fur.
3. What doesn't the story tell?
 - a. how Phil felt about the cat
 - b. what Sally put on Oliver's fur
 - c. what kind of cat Oliver was
4. "Poorest excuse for a cat" means
 - a. Oliver is not a very beautiful cat.
 - b. Oliver looks just like a lady-bug.
 - c. Phil doesn't like cats.
5. What colors do you think Sally painted Oliver?
 - a. black with green dots
 - b. red with purple dots
 - c. red with black dots



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UNDERSTANDING WHAT YOU READ, BOOK 2

9

Name _____ Class _____

Read each cause and write its effect. Choose the effect from the box below the sentences.

1. Because we had a very cold winter, _____
2. Because my shoes were too tight, _____
3. Because geese fly in a U- shape, _____
4. Because the weather is sunny and warm all winter, _____

many people go to Florida for winter vacations
I got a blister on my heel.
our oranges were all ruined.
they get lift from the birds in front of them.

Sequence

Write 1 - 4 to put the sentences in order.

- Pour the mixture into muffin tins.
----- Serve the hot blueberry muffins with butter.
----- Place the muffin tins in the oven.
----- Mix flour, eggs, milk and blueberries.

Drawing Conclusions

Read the stories. Circle the BEST conclusion for each one.

1. Tom looked out the window. "It looks like a great day for kite flying," he said.
YOU CAN GUESS, IT IS PROBABLY:
a. sunny b. windy c. cloudy
2. Jack was late for school. He dressed quickly and dashed out the door. When he got to school he sat down at his desk. He glanced down at his feet and his face turned bright red.
YOU CAN GUESS:
a. He had worn his best pair of socks.
b. His socks were too big.
c. Each sock was a different color.
3. First, Mike polished his shoes until they shone. Then, he shaved and patted his face with after-shave lotion. Finally, he put on his new black suit.
MIKE IS PROBABLY GOING TO:
a. dance b. the movies c. a baseball game

I. Match the words to make compound words. Write the compound words on the lines.

news
grand
some

mother
body
paper

1. _____
2. _____
3. _____

II. Add the suffixes ing and ed to the following words.

1. stop
2. pop
3. trap

1. ing
2. _____
3. _____

ed
1. _____
2. _____
3. _____

III. Add the suffixes ful and less to the following words.

1. care
2. use
3. help

ful

less

IV. Write the plural for each of the nouns below.

1. berry - _____
2. army - _____
3. lady - _____

V. Long and Short vowels -

Say each word to yourself and write the long vowel sound that you hear on the line.

1. bride _____
2. use _____
3. boat _____

4. eat _____
5. meet _____
6. toe _____

VI. Say each word to yourself and write the short vowel sound that you hear on the line.

1. lunch - _____
2. hot - _____
3. luck - _____

4. supper - _____
5. pot - _____
6. stop - _____

VII. Write the correct word in each sentence.

much she swim
both fish chick

1. I like my teacher very _____.
2. _____ is very nice.
3. The girls had _____ ice-cream and cake at the party.
4. We ate _____ for lunch.
5. In the summer, you can _____ in the pool.
6. The baby _____ was little and yellow.

VIII. Write the underlined part of the sentence another way using the correct possessive noun.

1. The book of the boy's on the desk.
2. The candy of the girl is sweet.
3. The coat of John is new.
4. The shoes of the ladies are pretty.
5. The hats of the boys are on their heads.
6. The papers of the students are neat.

Chapter 1 Cloze Pre-Test

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Fall comes every year. It is one of four seasons. Children go back to 1 _____. Summer vacation is over. The weather gets cooler. People take out warm clothes. They wear sweaters. Summer clothes are put away. Everyone prepares for winter. Everyone knows it will get cold.

The days get shorter. Children cannot play outdoors very long. It gets 2 _____. The sun goes down early. It gets cold at night. The frost kills the flowers. They turn brown.

Other plants change too. They are no longer green. Leaves on the trees change 3 _____. They turn gold. Some may be red. Some are brown. They fall from the trees. They must be raked up.

Animals get ready for winter. Their fur grows 4 _____. Their coats protect them. They will not freeze in the cold. Squirrels gather nuts. They bury them. 5 _____ are food for the winter. They eat the nuts when nothing grows. They dig in the snow for them.

Many birds fly away. They go to places where it is not cold. 6 _____ they can find food. There they will not freeze. Some animals sleep all winter. Frogs go to the bottoms of ponds. Bears find caves.

Insects protect themselves. The caterpillar 7 _____ itself in a cocoon. It spends the winter asleep. While it sleeps, it changes. It becomes a moth. In the spring it flies out. It leaves the cocoon behind.

People get ready for winter too. Vegetables are picked. Fruits are 8 _____. They are put away for winter. They are canned. Some things are frozen. Potatoes and apples are stored. They are kept cold. People enjoy these foods until the spring comes again.

- 1 a) play b) work
c) bed d) school
e) friends

- 2 a) dark b) windy
c) late d) cold
e) rainy

- 3 a) shape b) color
c) name d) place
e) time

- 4 a) longer b) shorter
c) thinner d) thicker
e) blacker

- 5 a) Squirrels b) Coats
c) Animals d) Furs
e) Nuts

- 6 a) Tuesday b) Nowhere
c) Yesterday d) There
e) Weekly

- 7 a) finds b) unrolls
c) wraps d) locks
e) cools

- 8 a) eaten b) sold
c) bought d) gathered
e) grown

(Go to the next page)

Cloze Competence

3

CLOZE Paragraph

Directions: Circle the letter that best completes the blank space.

There are many kinds of houses. Long ago people lived in caves. They drew pictures on the walls. These pictures showed us how they lived. Other people at that time dug pits for 1. Then they put on a roof to keep them dry.

1. a) gardens b) flowers
c) stones d) houses
e) water

Even today people have different houses from each other. Sometimes this is because of where they live. In the cold lands people build huts of snow. These huts are called igloos. Because it 2 a lot, people build these huts. It is warm inside of an igloo. People who live near the sea build their houses on top of sticks. These houses are high above the ground on poles. When the water comes in it comes 3 the house. But people do not get 4. The water cannot reach them.

2. a) snows b) rains
c) storms d) blows
e) thunders
3. a) outside b) under
c) above d) through
e) inside
4. a) out b) gardens
c) lucky d) beautiful
e) wet

Today in cities many people live in apartment houses. These are big buildings with many people living in them. Each family has its own set of rooms. This is called their 5. There are many floors in these apartment buildings. Some people can live high above the ground.

5. a) cabin b) den
c) apartment d) building
e) bedroom